DOCUMENT RESUME

ED 021 361 40 EC 001 949

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PUBLIC AWARENESS ABOUT MENTAL RETARDATION: A SURVEY AND ANALYSIS.

Eastern Michigan Univ., Ypsilanti.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Bureau No-BR-6-2448

Pub Date 67

Grant-OEG-3-6-062448-1889

Note-251p.

EDRS Price MF-$1.00 HC-$10.12

Descriptors-AGE DIFFERENCES, ATTITUDES, DEMOGRAPHY, EDUCATIONAL BACKGROUND, *EXCEPTIONAL CHILD RESEARCH, FAMILY CHARACTERISTICS, GEOGRAPHIC REGIONS, INCOME, KNOWLEDGE LEVEL, MARITAL STATUS, *MENTALLY HANDICAPPED, MENTAL RETARDATION, NATIONAL SURVEYS, OCCUPATIONS, PUBLIC OPINION, QUESTIONNAIRES, RACIAL DIFFERENCES, SEX DIFFERENCES, STATISTICAL SURVEYS

The study was designed to identify the present status of public knowledge concerning mental retardation, and to relate certain population and demographic characteristics to the data. Data were collected through field interviews and questionnaires with precoded probable responses. Descriptive responses are presented for the sample of 1,515 subjects (46 tables). Analyses o the data are provided according to respondent variables of sex (22 tables), age (23), education (23), occupation (23), income (23), race (23), marital status (23), number of children (23), demography (23), geographic areas (10), and religion (23) An analysis of semantic differential (23 figures) and four tables on factor analysis are also included. The appendix gives the instrumentation for the study (including the questionnaire and keys for coding), provides two exhibits on prevalence/incidence, describes the sample design, and gives a bibliography of 36 entries. (BW)

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BR-6-2448
PA-40

PUBLIC AWARENESS
ABOUT
MENTAL RETARDATION

A SURVEY AND ANALYSIS

EASTERN MICHIGAN UNIVERSITY
1849

Dr. Henry Gottwald

The work reported herein was performed
pursuant to a grant from the U.S. Office of Education,
Department of Health, Education and Welfare.

ED021361

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Title: PUBLIC AWARENESS ABOUT MENTAL RETARDATION:
A SURVEY AND ANALYSIS

Cooperating Agency: Eastern Michigan University
Ypsilanti, Michigan 48197

Investigator: Dr. Henry Gottwald
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Date: Fall, 1967

Grant Number: OEG 3-6-062448-1889
Department of Health, Education and Welfare
U.S. Office of Education
Washington, D.C.

EASTERN MICHIGAN UNIVERSITY
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1849

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PUBLIC AWARENESS ABOUT MENTAL RETARDATION: A SURVEY AND ANALYSIS

PROBLEM

Mental retardation is a major health, social, and economic problem to the entire nation. Unfortunately, it has been cloaked in an aura of myth and stigma that reflect a lack of knowledge and understanding. In turn, naivety and misunderstanding have impeded progress in legislation and/or new programs. To effectively combat this total problem, it is essential that the public become informed about mental retardation and the scope it presents. In 1962 the President's Committee on Mental Retardation recommended a large scale public information program to "alert the entire nation to the magnitude of this problem." Efforts to this effect have been conducted by the Department of Health, Education, and Welfare, the Joseph P. Kennedy Jr. Foundation, The National Association for Retarded Children, and other organizations. Never-the-less, there remains a paucity of data revealing the current status of public awareness about mental retardation.

Articles concerning public knowledge about and/or attitudes toward mental retardation have appeared in various publications; however, review of this literature indicates that these articles are characterized by discourse reflecting studies on small, select groups. The dearth on comprehensive studies involving public awareness about mental retardation indicates and supports the need for a project of this nature.

OBJECTIVES

The primary purpose of this study is to conduct an empirical survey identifying the current status of public knowledge about mental retardation. Concomitant objectives are (A) to elicit and/or discern what salience mental retardation has to the public; and (B) to identify and relate certain population and/or demographic characteristics to this data. Implications of the aforementioned information are readily apparent: by determining the current status of public awareness quantitatively and qualitatively; (1) Intelligent planning is facilitated, and (2) the execution of long range programs is given direction.

Particular attention is focused upon:

1. What does the term "mental retardation" mean to the public?
2. What do people know about mental retardation?
    - a. Significance of the problem (incidence)
    - b. Causes of mental retardation
    - c. Prevention
    - d. Services or programs available
    - e. Potential or prognosis for mental retardates
    - f. Range or degrees of retardation
3. What are public perceptions of and/or attitudes toward mental retardation?
    - a. Institutionalization
    - b. Community Life
    - c. Education
    - d. Employment
    - e. Citizenship
        - (1) General Behavior
        - (2) Public responsibility
        - (3) Marriage
        - (4) Children
4. What are some variables effecting knowledge about mental retardation and/or attitudes toward mental retardation?
5. What are the various sources of information about mental retardation?
    - a. Personal contact
    - b. Communication media
        - (1) Television
        - (2) Newspapers
        - (3) Magazines
        - (4) Radio
        - (5) Other

Related Research

Related research concerning public knowledge about and/or attitude toward mental retardation has appeared in various professional journals, particularly the American Journal on Mental Deficiency and the Journal of Exceptional Children. Appraisal of these efforts reveals a poverty of research concerning general public awareness and/or attitude about mental retardation. Also identified, is a general theme reflecting studies on small, select groups. Perhaps the most significantly related study was one sponsored by the Minnesota Association for Retarded Children and the Minnesota Department of Public Welfare entitled "A Survey of Public Information and Attitudes on Mental Retardation in Minnesota." This study attempted to assess public awareness and attitudes within that state.

Generally, related research efforts can be classified into three major categories: (1) studies related towards employment; (2) studies in parental and/or family attitudes; and, (3) studies in related professional fields and/or student attitudes. (Appropriate references are included in the bibliography).

The paucity of comprehensive research in public awareness and/or attitudes toward mental retardation assumes a much greater magnitude when compared (1) to recent efforts and expenditures directed at public enlightenment in this area; (2) to recent federal and local legislative efforts related to mental retardation; and (3) to the general volume of research in the area of mental retardation.

Procedures

In cooperation with the Survey Research Service (SRS), a Division of the National Opinion Research Center (NORC), at the University of Chicago, a national modified probability sample of approximately 1515 subjects was drawn for the study. (A complete description of the sample design is listed and inserted in the Appendix.)

Instrumentation for the study was drafted and/or modified and incorporated into the questionnaire. (Complete instrumentation for this study is listed and included in the Appendix.) Pre-testing of the questionnaire was accomplished utilizing a primary sampling unit. Appropriate changes and/or modifications were made; and, where feasible, probable responses were pre-coded for field use. Codes for open-ended questions were also developed; however, these responses were recorded verbatim and later office-coded by trained personnel. (Codes are listed and included in the appendix).

Collection of data was done by field interview, using a staff of trained and experienced interviewers. Information was then transmitted to cards and prepared for analysis.

Analysis of Data

A study of this magnitude offers a virtually infinite number of possibilities for analysis. Practical considerations dictate limitations; however, it is felt that the most salient and meaningful data was identified and analyzed. Descriptive statistics, as well as measures of association and measures of differences between groups were employed to analyze the data. Various techniques were employed where the date supported the particular assumption of that test. The general format for reporting analysis of data follows:

A. Generic presentation of total sample responses

B. Analysis of data according to independent variables

    1. Sex
    2. Age
    3. Education
    4. Occupation
    5. Income
    6. Race
    7. Marital Status
    8. Number of Children
    9. Demographic data
    10. Geographic data
    11. Religion

C. Analysis of Semantic Differential

    1. General analysis
    2. Factor analysis

GENERIC PRESENTATION OF TOTAL RESPONSES

Note:

In presenting the descriptive responses for the total population, the general format of the questionnaire is followed and the nature of the inquiry is stated.

MEANING OF THE TERM "MENTAL RETARDATION":

The initial question in the field interview was an open-ended query asking "What does the phrase 'mentally retarded' mean to you?" As might be expected, responses were diverse; however, office coding catalogued answers into the categories presented in Table 1. Table 1A presents a cross section of supplementary descriptive responses utilized in elaborating the initial statements.

TABLE 1

MEANING OF PHRASE "MENTALLY RETARDED" TO RESPONDENTS

Mentally Deficient Below Normal Intelligence	Mentally Deficient Due to Birth Injury, Defects, Brain Damage	Mentally Deficient Due to other reasons	Slow learner or Incapable of Learning	Lack Judgement, Maturity, Responsibility	Mentally Ill	Not right, Sick	Miscellaneous	Don't Know or Irrelevant Answer	No Response	
464	215	13	276	15	99	111	287	100	227	= N
30.6	14.2	.9	18.2	1.0	6.5	7.3	19.2	6.6	1.4	= %

Number of responses = 1601
(Includes multiple responses)

Percentage based upon response frequency
relative to sample size (N=1515)

Almost half of the respondents (45%) described the phrase "mentally retarded" in terms of "mental deficiency", many of them giving supplementary information. Inspection of the Tables 1 and 1A show that multiple responses increase the aggregate total beyond the sample size (N = 1515). All of the responses reflected mental ineptitude and/or problems with learning. Inspection of Table 1 also shows that erroneous and/or confused responses are well evident. Of particular interest in Table 1A is the fact that only one point one percent (1.1%) of the population attempted to differentiate in terms of the amount of or degree of mental retardation.

TABLE 1A

SUPPLEMENTAL PHRASES AND/OR COMMENTS

ABOUT THE TERM "MENTALLY RETARDED"

Unable to support self	Need care, help, treatment	Physical appearance Handicapped	Can be trained for some things	Distinguishes levels 'Not all alike'	Expression of Sympathy
123	99	97	15	16	71
8.1	6.5	6.4	1.0	1.1	4.7

Response N = 421

Percentage based on sample N = 1515

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION:

Respondents were asked whether or not they had heard/read anything about mental retardation in the past few months. Table 2 indicates that 69% of the sample answered affirmatively; Table 2A identifies the sources of information for these respondents. Again, multiple responses exceed the sample size; however, percentages are stated against the total population (N = 1515). Television was easily the most frequently mentioned media of communication (50%), with newspapers (36%) and magazines (28%) in rank order.

Four hundred sixty-nine (31%) of the sample group indicated that they had not hear nor read of mental retardation in the past few months. This group was then asked whether they had ever heard of mental retardation (Table 2B).

TABLE 2

RESPONDENTS WHO HEARD OR READ ABOUT MENTAL RETARDATION IN LAST FEW MONTHS

Yes	No	
1046	469	N = 1515
69.0	31.0	% = 100

TABLE 2A

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION (FOR 1046 "YES" RESPONDENTS)

Newspapers	Magazines	Books	Radio	Television	Movies	Lectures or talks	Conversation	Other	Deleted	
550	427	76	215	757	28	65	214	281	84	=N
36.3	28.2	5.0	14.2	50.0	1.8	4.3	14.1	18.5	5.4	=%

Response N = 2695
Percentage based upon sample size N = 1515

TABLE 2B

HAS SUBJECT EVER HEARD OF MENTAL RETARDATION? (ASKED 469 "NO" RESPONSES)

Yes	No
386	84
25.5	5.5

Response N = 469
Percentage based upon sample size N = 1515
(At this point, these 84 people were deleted from further questions involving Mental Retardation)

Most of the respondents answered affirmatively; however, 84 persons stated that they had never heard of mental retardation.

At this point, THESE 84 PEOPLE WERE DELETED FROM FURTHER QUESTIONING IN THE STUDY. A profile of this population (Table 18) is listed and presented at the end of this section.

INCIDENCE OF MENTAL RETARDATION

Respondents were asked to estimate the incidence of mental retardation per 1000 population. The same question was then also posed for blindness, cerebral palsy, polio, and rheumatic heart disease.

> Note: This item was motivated by the current national campaign to promote public awareness about mental retardation. One advertisement indicates that the incidence of mental retardation is equal to twice the sum of the other afflictions combined. (See Exhibit A in appendix.)

TABLE 3

RESPONDENT ESTIMATE FOR INCIDENCE OF VARIOUS DISORDERS (PER 1000 POPULATION)

	Zero (0)	One (1)	Two-Four (2-4)	Five-Nine (5-9)	Ten-Twenty-Four (10-24)	Twenty-Five-Forty-Nine (10-49)	Fifty-Ninety-Nine (50-99)	One Hundred-Two Hundred Ninety-Nine (200-299)	Three Hundred & Over (300+)	Don't Know	Deleted
Mental Retardation	1	173	85	293	494	141	82	94	34	34	84
		11.4	5.6	19.3	32.6	9.3	5.4	6.2	2.2	2.3	5.5
Blindness	3	283	179	355	279	121	50	68	23	70	84
	.1	18.6	11.8	23.4	18.4	1.9	3.3	4.4	1.5	4.6	5.
Cerebral Palsy	7	286	206	320	265	100	57	49	15	126	84
	.4	18.8	13.5	21.1	17.4	6.6	3.7	3.2	.9	1.7	5.
Paralytic Polio	16	410	214	273	213	99	58	36	12	100	84
	1.0	27.0	14.1	18.0	14.0	6.5	3.8	2.3	.7	6.6	5.
Rheumatic Heart Disease	6	169	174	307	345	148	77	88	27	90	84
	.3	11.1	11.4	20.2	22.7	9.7	14.9	5.8	1.7	6.0	5.

Response N = 1515
Percentage = 100%

Inspection of Table 3 reveals the naivete of respondents in terms of incidence for all the aforementioned disability areas. (See exhibit B in appendix.) In focus with the topic of this study, it appears few people recognize the fact that there are approximately 6 million retarded people in the United States. (See exhibit C in appendix.)

Not directly visible in Table 3 is the tendency for respondents to answer in terms of "round numbers" (one, five, ten, twenty-five, fifty, etc.). With the exception of the lowest range (2-4 people per 1000), spread ranges are heavily dominated by the lowest figure indicated (which is a round number).

CAUSES OF MENTAL RETARDATION

In identifying the most common causes of mental retardation, respondents most frequently mentioned birth injury (40%), followed by adverse prenatal factors (30%) and heredity (27%). Again, multiple answers exceed the number of respondents; however, percentages are computed on the frequency mentioned in the total sample population.

TABLE 4

CAUSES OF MENTAL RETARDATION
(AS IDENTIFIED BY RESPONDENTS)

Heredity	Birth Injury	Disease/Illness	Accident/ Trauma	Pre-Natal Factors	Other	Don't Know	Irrelevant Response	No Answer To Question	Deleted	
410	604	251	226	447	378	166	94	12	84	=N
27.1	39.9	16.6	14.9	29.5	25.0	11.0	6.2	.7	5.5	=%

Response N = 2670
(Includes Multiple Response)

Percentage based upon N = 1515

PREVENTION OF MENTAL RETARDATION

The question "Can mental retardation be prevented?" was posed to respondents. Table 5 indicates the tabulation on this query. It is interesting to note that over half (51%) of the total sample answered negatively!

TABLE 5

CAN MENTAL RETARDATION BE PREVENTED ?

Yes	No	No Response	Deleted	
641	778	12	84	N = 1515
42.3	51.4	.9	5.5	% = 100

"Yes" respondents were requested to indicate means by which mental retardation could be prevented.

TABLE 5A

HOW TO PREVENT MENTAL RETARDATION (BASED UPON 641 "YES" RESPONSES)

Pre-Natal Care of Mother	Better Obstetrics	Sterilize Unfit Parents	Better Diet/ Nutrition	Research	Vague Responses Re: Parents Habits	Religion	P.K.U. Test	Other	Don't Know	
249	77	19	23	49	40	4	50	99	92	=N
16.4	5.1	1.3	1.5	3.2	2.6	.3	3.3	6.5	6.1	=%

Response N = 702
Percentage based upon N = 1515

Prenatal care (16.4%) and better obstetrics (5%) were the major specifics that were identified. Research (3.2%) and general confidence in doctors/science (6.1%) indicate a composite 9.3% of the total sample are optimistic about the prevention of mental retardation but cannot identify means of doing so. Fifty respondents (3.3%) specifically named testing for phenylketonuria (P.K.U.). A surprisingly low number of respondents, 19 (1.3% of the sample), mentioned the sterilization of unfit parents as a measure.

'SOCIAL WORTH' OF THE MENTALLY RETARDED

Respondents were requested to rate the mentally retarded on a number of "social worth" factors indicating proportionate groupings under a number of roles.

TABLE 6

PERCEPTIONS OF SOCIAL WORTH OF MENTAL RETARDATES (AS INDICATED BY RESPONDENTS)

What proportion of retardates would make good:	Almost All	Most	Some	Only Few	None	Don't Know	Not Answered	Deleted	
Employees	139	321	633	282	37	16	3	84	=N
	9.2	21.2	41.8	18.6	2.4	1.1	.2	5.5	=%
Neighbors	251	477	465	181	24	29	4	84	
	16.6	31.5	30.7	11.9	1.6	1.9	.3	5.5	
Friends	259	408	478	217	31	31	7	84	
	17.1	26.9	31.6	14.3	2.0	2.0	.5	5.5	
Citizens	296	450	427	188	36	29	5	84	
	19.5	29.7	28.2	12.4	2.4	1.9	.3	5.5	
Parents	52	105	358	455	385	68	8	84	
	3.4	6.9	23.6	30.0	25.4	4.5	.6	5.5	
Husbands/	58	135	419	447	288	78	6	84	
Wives	3.8	8.9	27.7	29.5	19.0	5.1	.5	5.5	

Response N = 1515
Percentage = 100%

As might be expected, on a five point scale the central rank was well represented. When considering the mentally retarded as employees, there was a fairly equitable distribution. Favorable polarities were reflected when identifying the mentally retarded as good friends (44%), neighbors (48%), and citizens (41%). However, a complete reversal was evident when the mentally retarded were evaluated as poor parents (55%) and poor husbands/wives (49%).

PARTICIPATION IN VARIOUS ACTIVITIES/FUNCTIONS/ROLES

A series of potential roles/functions/activities were presented to respondents. They were then requested to indicate approval or disapproval regarding participation of mentally retarded individuals in the identified capacities.

TABLE 7

RESPONDENTS ATTITUDE TOWARDS VARIOUS ROLES/ ACTIVITIES/FUNCTIONS FOR THE MENTALLY RETARDED

Should mentally retarded individuals:	Yes	No	Don't Know	Didn't Answer Question	Excluded	
Go Downtown Alone	447	883	97	4	84	=N
	29.5	58.3	6.4	.3	5.5	=%
Get Medical Care At Regular Hospitals	1167	236	26	2	84	
	77.0	15.6	1.7	.2	5.5	
Use Public Beaches and/or Playgrounds	1080	303	42	6	84	
	71.3	20.0	2.8	.5	5.5	
Drink Liquor	102	1269	57	3	84	
	6.7	83.8	3.8	.3	5.5	
Drive A Car	184	1174	69	4	84	
	12.1	77.5	4.6	.3	5.5	
Vote	570	742	113	6	84	
	37.6	49.0	7.5	.5	5.5	
Marry	487	817	121	6	84	
	32.1	53.9	8.0	.5	5.5	
Have A Family (Children)	300	1002	125	4	84	
	19.8	66.1	8.3	.3	5.5	

Response N = 1515
Percentage = 100%

Positive responses were elicited in terms of utilizing public facilities and/or hospitals. The drinking liquor received an overwhelming "no" vote (84%). Other negative responses were going downtown alone (58%), driving (78%), voting (49%), marriage (54%), and having a family (66%).

An attempt to obtain amplification on the "no" responses was made by asking respondents to relate reasons for their negative attitudes. These answers were then coded according to the nature of the concern: i.e. concern for the mentally retarded person; concern for others (society); or concern for both the mentally retarded person and others.

TABLE 7A

REASONS FOR "NO" RESPONSES ON TABLE 7

Respondent Concerned Over Retardates Health/Safety	Respondent Concerned About Others (Harmed by Retardate)	Respondent Equally Concerned About Retardate/ Others	Answer Cannot Be Evaluated In These Terms	
420	128	193	603	=N
27.7	8.4	12.7	39.8	=%

Response N = 1344
Percentage based upon N = 1515

Most of the specific responses indicated concern for the mentally retarded individual (28%). Unfortunately, 40% of the responses were extremely diverse and could not be evaluated under the aforementioned terms, nor could they be coded differently.

IDENTIFICATION OF SERVICES AVAILABLE FOR THE MENTALLY RETARDED

Respondents were asked to identify local or State services which were available for mentally retarded persons. Education (49%), clinics or hospitals (33%), and institutions (31%) were the services most frequently mentioned. A total of 17% of the sample did not identify any servic available for the mentally retarded. Multiple responses again increase the total number of services mentioned beyond the sample size.

TABLE 8

IDENTIFICATION OF LOCAL AND STATE SERVICES AVAILABLE TO HELP MENTALLY RETARDED PEOPLE

School/Education	Institutions	Hospitals/Clinics	Associations For Retarded Children	Social Agency	Church	Other	Don't Know	Deleted	
740	476	504	124	139	57	212	169	84	=N
48.8	31.4	33.3	8.2	9.2	3.8	14.0	11.2	5.5	=%

Response N = 2505
Percentage based upon N = 1515

RANKING OF SERVICES FOR THE MENTALLY RETARDED

Subsequent to identifying services for the mentally retarded (Table 8), respondents were given a list of seven potential services and requested to identify the three most important ones in rank order (Table 9). Education was unquestionably ranked as the most important service with research in second place. Job training centers and parent-counselling received considerable mention, while institutions, foster homes, and day-care centers, in rank order, completed the sequence.

Whether in individual or in aggregrate form (combined first, second, and third most important mentions), the sequence identified remained constant.

TABLE 9

RATING OF MOST IMPORTANT SERVICES FOR THE MENTALLY RETARDED

	Special Classes/ Education	Research (Study Causes)	Foster Homes	Counseling for Parents of Retardates	Institutions	Centers Where Retardates Can Learn Jobs	Day Care Centers		Deleted	
Most	591	408	34	140	70	157	13		84	N = 1497
Important	39.0	26.9	2.2	9.2	4.6	10.4	.9		5.5	= %
Second Most	417	328	61	254	60	270	25		84	N = 1499
Important	27.5	21.7	4.0	16.8	4.0	17.8	1.7		5.5	= %
Third Most	171	258	90	291	97	430	75		84	N = 1496
Important	11.3	17.0	5.9	19.2	6.4	28.4	5.0		5.5	= %
Aggregrate	1179	994	185	645	227	657	113	=N		
1st, 2nd,	77.8	65.6	12.2	42.5	14.9	43.3	7.4	=%		
and 3rd										
Mentions										

Percentage based upon N = 1515

KNOWLEDGE OF GROUPS OR ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

Respondents were asked whether they had heard of any group or organization that was working to help the mentally retarded. Responses are indicated in Table 10. "Yes" respondents were then asked to identify the groups or

TABLE 10

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

Yes	No	Deleted	
849	583	84	=N
56.0	38.5	5.5	=%

Response N = 1515
Percentage = 100%

TABLE 10A

IDENTIFICATION OF GROUPS/ASSOCIATIONS (BASED UPON 849 "YES" RESPONSES)

Association For Retarded Children	Kennedy Foundation	Council For Exceptional Children	Church	Service Organizations	Other	Don't Know	
164	102	15	52	120	284	248	=N
10.8	6.7	1.0	3.5	7.9	18.7	16.4	=%

Response N = 985
Percentage based upon N = 1515

TABLE 10B

PARTICIPATION IN A PROGRAM OR DRIVE TO HELP THE MENTALLY RETARDED (BASED UPON 849 "YES" RESPONSES)

Yes	No	
378	471	=N
25.0	31.1	=%

Response N = 849
Percentage based upon N = 1515

TABLE 10C

ROLE PLAYED BY RESPONDENT

Give Money	Time	Direct Service	Other	
273	149	65	21	=N
19.0	9.8	4.3	1.4	=%

Response N = 508
Percentage based upon N = 1515

associations with which they were familiar (Table 10A). Of 985 organizations mentioned, 284 could not be coded. These were primarily local groups indigenous to an area. A large percentage of the sample (16%) had heard of groups or organizations working to help the mentally retarded, but could not identify any at the time of the interview. Associations for Retarded Children (11%), various Service Organizations (8%), and the Joseph P. Kennedy, Jr. Foundation (7%) were most frequently named. Again, multiple responses surpassed the stated number of "yes" respondents.

Respondents were then questioned about whether they or their families had been in a program or drive to help the mentally retarded, and if the answer was affirmative, they were asked to identify their particular role. (Tables 10B and 10C) Major involvement reflected the donation of either time and/or money. Only 21 people (1.4%) had ever donated direct service!

RANKING THE MENTALLY RETARDED ON ATTITUDES

Respondents were given a card with a number of statements reflecting popular beliefs or attitudes about the mentally retarded. They were instructed to assign appropriate proportions of the mentally retarded to each of the various statements. Inspection of Table 11 indicates a central tendency in ranking retardates on these attitudes. There is an absence of any major discrepancy in extreme polarities with most of the responses reflecting what could be interpreted as a slightly favorable attitude towards the mentally retarded.

MISCELLANEOUS STATEMENTS ABOUT THE MENTALLY RETARDED

A list of statements relative to mental retardation was read to each respondent in an attempt to elicit the extent of agreement or disagreement with each individual statement. Response alternatives were (1) strongly agree (2) agree (3) don't know (4) disagree (5) strongly disagree. The statements and responses are indicated in Table 12.

TABLE 11

GROUPING OF THE MENTALLY RETARDED ON VARIOUS STATEMENTS

What Proportion of of Mental Retardates:	Almost All	Most	Some	Few	None	Don't Know	Not Answered	Deleted	
Look Differently	259	322	454	329	53	14	0	84	=N
	17.1	21.3	30.0	21.7	3.5	.9	.0	5.5	=%
Are Mentally Ill or Insane	60	104	406	661	107	88	5	84	
	4.0	6.9	26.8	43.6	7.1	5.8	.4	5.5	
Can Live "Normal" Lives	156	498	517	213	23	19	5	84	
	10.3	32.9	34.1	14.1	1.5	1.3	.4	5.5	
Should Be In Institutions	51	117	531	640	47	40	5	84	
	3.4	7.7	35.0	42.2	3.1	2.6	.4	5.5	
Had Mentally Retarded Parents	15	48	374	680	138	172	4	84	
	1.0	3.2	24.7	44.9	9.1	11.4	.3	5.5	
Can Have Normal Children	123	223	390	335	150	205	5	84	
	8.1	14.7	25.7	22.1	9.9	13.5	.3	5.5	
Should Be Cared For At Home	136	370	552	271	71	26	5	84	
	9.0	24.4	36.4	17.9	4.7	1.7	.43	5.5	
Can Be Self-Supporting	68	297	586	385	67	24	4	84	
	4.5	19.6	38.7	25.4	4.4	1.6	.3	5.5	
Cannot Ever Learn To Do Anything For Themselves	24	65	318	914	87	23	0	84	
	1.6	4.3	21.0	60.3	5.7	1.5	.0	5.5	

Response N = 1515
Percentage = 100%

Continued:

Strong polarities in agreement indicated: that (1) mentally retarded children have the right to education, (2) that parents of mentally retarded children can have other normal children, and (3) that parents should allow their normal children to play with mentally retarded youngsters.

TABLE 12

AGREEMENT UPON MISCELLANEOUS STATEMENTS REGARDING THE MENTALLY RETARDED

	Agree Strongly	Agree	Disagree	Disagree Strongly	Don't Know	Not Answered	Deleted	
R Never Know They iffer From Other eople	92	452	681	153	52	1	84	=N
	6.1	29.8	45.0	10.1	3.4	.1	5.5	=%
R Children Have A ight To Public ducation	451	777	150	36	12	5	84	
	29.8	51.3	9.9	2.4	.8	.4	5.5	
MR Adult Living n Neighborhood ould Tend To Lower roperty Values	16	113	713	554	33	2	84	
	1.1	7.5	47.1	36.6	2.2	.2	5.5	
rograms For MR Are oo Expensive In Relation to What the R Gains From Them	29	161	691	431	119	0	84	
	1.9	10.6	45.6	28.4	7.9	.0	5.5	
MR Youth Should ot Expect To Participate in Teenage Community Activities	20	305	802	233	69	2	84	
	1.3	20.1	52.9	15.4	4.6	.2	5.5	
You Can Usually Tell A MR By His Looks/ Appearance	123	634	515	136	23	0	84	
	8.1	41.8	34.0	9.0	1.5	.0	5.5	
Most Parents of MR Can Have Other Normal Children	536	803	41	12	36	3	84	
	35.4	53.0	2.7	.8	2.4	.2	5.5	
Parents Should Allow Normal Child To Play With MR Child	305	931	144	8	40	3	84	
	20.1	61.5	9.5	.5	2.6	.2	5.5	
I Would Not Want My Child To Attend A School That Also Has Classes for MR Child.	16	122	772	498	21	2	84	
	1.1	8.1	51.0	32.9	1.4	.2	5.5	
Most People Feel Uncomfortable In The Presence of MR Person	94	738	480	79	37	3	84	
	6.2	48.7	31.7	5.2	2.4	.2	5.5	

Response N = 1515
Percentage = 100%

Interpreting strong polarities of disagreement, the respondents indicated they felt: (1) that a mentally retarded person living in the neighborhood would not lower property values, (2) that the expense of programs for the mentally retarded are not dissonant with what the mental retardate gains from them, and that (3) parents are willing to send their children to a school that also has classes for mentally retarded children.

Less strength in polarity was obtained on other statements; however, indications were that most respondents felt: (1) that mentally retarded individuals tend to know that they are different from normal people, (2) that mentally retarded youths should expect to participate in teenage community activities, (3) that a mentally retarded person can usually be identified by looks/appearance, and (4) that most people feel uncomfortable in the presence of a mentally retarded person.

RATING MENTALLY RETARDED PEOPLE ON ABILITY TO PERFORM VARIOUS FUNCTIONS

Respondents were given a list of functions reflecting various abilities. They were then instructed to indicate the proportion of the mentally retarded to which these statements applied (Table 13). Answers showed that respondents felt the vast majority of retardates could acquire self-care habits (feeding and dressing themselves). It was also believed that most could (1) acquire some academic skills, (2) learn to use public transportation, and (3) learn to do simple manual and/or physical skills (sew/dance). In contrast, respondents felt, however, that few retardates could learn to drive a car or could hold a regular job.

When respondents indicated the mentally retarded could hold a regular job, they were then questioned about the kind of jobs mentally retarded people could do. Answers based on the census code (listed and included in appendix) are displayed in Table 13A. Semi-skilled and unskilled occupations, as might be expected, were heavily favored.

TABLE 13

GROUPING THE MENTALLY RETARDED
ON VARIOUS ROLES/ABILITIES

What proportion of mental retardates can:	Almost All	Most	Some	Few	None	Don't Know	Not Answered	Deleted	
Learn To Read and Write	229 15.1	504 33.3	521 34.4	151 10.0	4 .3	21 1.4	1 .1	84 5.5	=N =%
Learn To Add and Subtract	145 9.6	429 28.3	578 38.2	247 16.3	12 .8	19 1.3	1 .1	84 5.5	
Learn To Feed Themselves	505 33.3	685 45.2	200 13.2	33 2.2	1 .1	5 .3	2 .1	84 5.5	
Learn To Dress Themselves	451 29.8	681 45.0	239 15.8	49 3.2	1 .1	9 .6	1 .1	84 5.5	
Learn To Use Public Trans.	148 9.8	395 26.1	553 36.5	275 18.2	36 2.4	20 1.3	4 .3	84 5.5	
Learn To Do Simple Sewing	151 10.0	428 28.3	587 38.7	220 14.5	23 1.5	16 1.1	6 .4	84 5.5	
Learn To Drive A Car	34 2.2	95 6.3	429 28.3	506 33.4	319 21.1	46 3.0	2 .1	84 5.5	
Learn To Dance	205 13.5	438 28.9	478 31.6	251 16.6	34 2.2	23 1.5	2 .1	84 5.5	
Have A Regular Job	83 5.5	312 20.6	620 40.9	320 21.1	65 4.3	27 1.8	4 .3	84 5.5	

Response N = 1515
Percentage = 100%

"CURES" FOR MENTAL RETARDATION

The question "can mental retardation be cured?" was posed to respondents (Table 14). One hundred and eighty-seven respondents (12.3%) answered "yes". These affirmative respondents were subsequently asked to indicate how mental retardation could be cured (Table 14A).

Analysis of stated means for "curing" mental retardation indicates more optimism ("through research", etc.) than specific answers. Phenylketonuria and/or early diagnosis and testing were mentioned

TABLE 13A

KIND OF JOBS MENTALLY RETARDED INDIVIDUALS CAN DO*

Professional, Technical, and Kindred Workers	Farmers and Farm Managers	Managers, Officials, Proprietors (Excep. Farm)	Clerical and Kindred Workers	Sales Workers	Craftsmen, Foremen, and Kindred Workers	Operatives and Kindred Workers	Service Workers Excep. Household	Farm Laborers and Foremen	Laborers, Except Farm and Mine	
27	5	0	227	53	118	538	465	116	249	=N
1.8	.3	.0	15.0	3.5	7.8	35.5	30.7	7.7	16.4	=%

Response N = 1798
Percentage based upon N = 1515

*Based upon 1950 census code. See appendix for examples.

by 26 respondents (1.7%).

TABLE 14

CAN MENTAL RETARDATION BE CURED?

Yes	No	Not Answered	Deleted	
187	1229	16	84	=N
12.3	81.1	1.1	5.5	=%

Response N = 1515
Percentage = 100%

TABLE 14A

STATED AS "CURE" FOR MENTAL RETARDATION

PKU Test or Early Diagnosis and Treatment	Education, Training, Guidance	Kindness, Understanding	Medical Care/ Therapy	Psychiatric Care/Therapy	Research, Further Study	Patterning	Miscellaneous	Don't Know/ Uncodable Answers	
26	36	9	60	11	22	3	10	25	=N
1.7	2.4	.6	4.0	.7	1.5	.2	.7	1.7	=%

Response N = 202
Percentage based upon N = 1515

SEMANTIC DIFFERENTIAL

Respondents were informed at this point in the interview that the topic would shift from the topic of mental retardation to normal people at this time. A semantic differential sheet of 16 combinations (mixed polarities) on a seven-point scale was presented. Respondents were then instructed on scoring in terms of how they might describe a normal person (Figure 1).

Upon completion of this task, respondents were asked whether they were thinking of a child or adult; a male or female (Table 15-15A). Data indicates that most respondents were thinking of an adult. Where a specific sex was mentioned, males outnumbered females by a three to one margin.

TABLE 15

SEMANTIC DIFFERENTIAL
NORMAL PERSON

Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Didn't Answer	Deleted	
	69	924	164	252	2	20	84	=N
	4.6	61.0	10.8	16.6	.1	1.4	5.5	=%

Response N = 1515
Percentage = 100%

TABLE 15A

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Didn't Answer	Deleted	
	292	87	554	472	4	21	84	=N
	19.3	5.7	36.6	31.2	.3	1.6	5.5	=%

Response N = 1515
Percentage = 100%

When respondents were finished with the semantic differential for a normal person, the same material and questions were presented in terms of the mentally retarded person (Figure 1) (Table 16-16A)

TABLE 16

SEMANTIC DIFFERENTIAL
MENTALLY RETARDED PERSON

Respondent was thinking about:	Child	Adult	Both	No-Part	Don't Know	No Response	Deleted	
	535	396	242	224	4	29	84	=N
	35.3	26.2	16.0	14.8	.3	1.9	5.5	=%

Responses N = 1515
Percentage = 100%

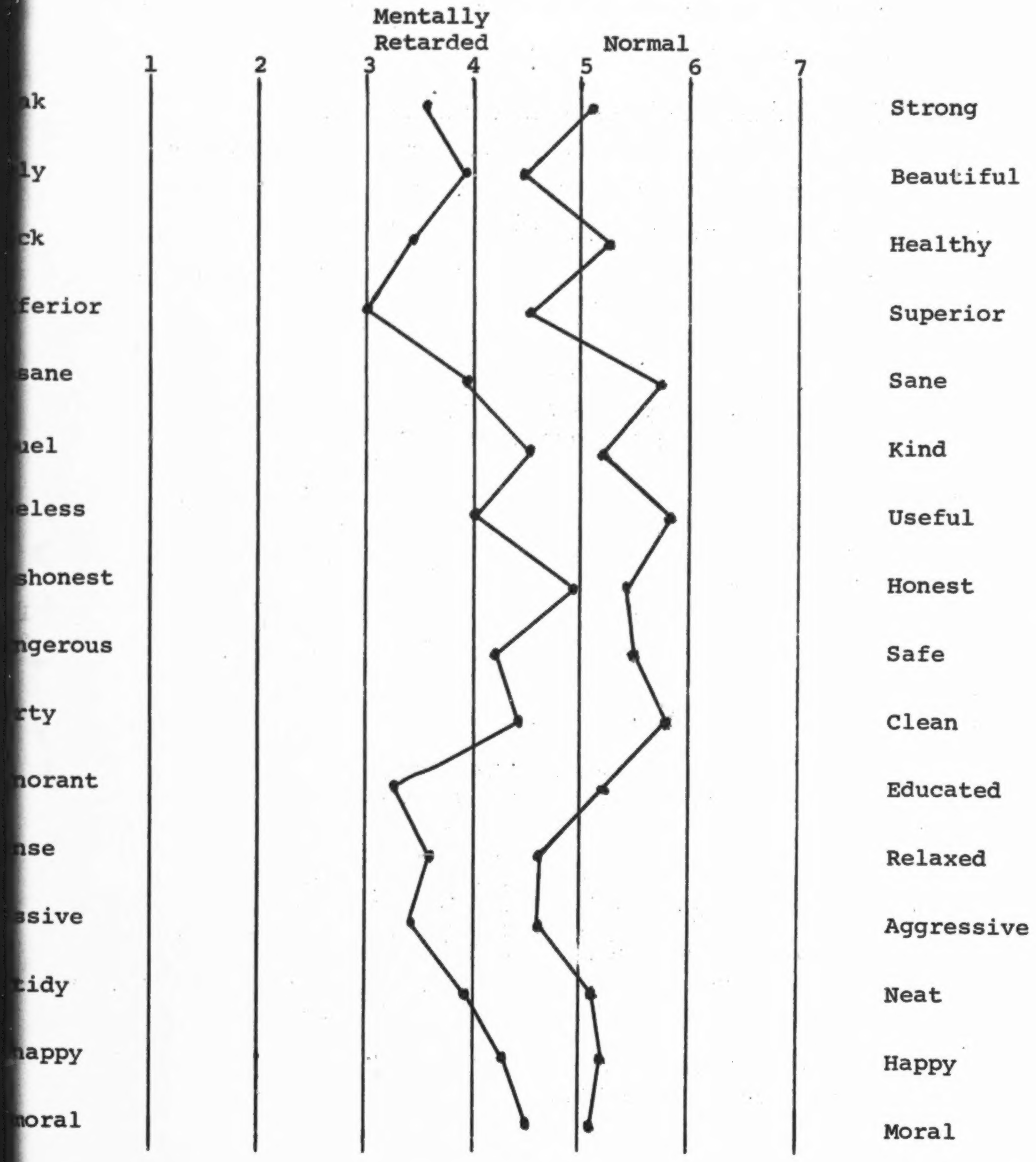
TABLE 16A

Respondent was thinking about:	Male	Female	Both	No-Part	Don't Know	No Response	Deleted	
	310	128	556	401	5	31	84	=N
	20.5	8.4	36.7	26.5	.3	2.1	5.5	=%

Response N = 1515
Percentage = 100%

It is of interest to note that the image of the mentally retarded person as indicated by respondents favored a child. When sex was specified, males outnumbered females slightly better than two to one. The major obvious difference in image is reflected in terms of thinking about a normal adult versus a mentally retarded child.

Semantic Differential
Total Population*



*See narrative section
for statistical analysis

Figure 1

Figure 1 presents the composite scoring on the semantic differential. Analysis of this data indicates significance at the .01 level or greater in all cases!

ACQUAINTANCE WITH A MENTALLY RETARDED PERSON.

In response to a question regarding acquaintance with a mentally retarded person, 77% of the sample (N=1515) stated that they knew a person whom they thought to be mentally retarded. (Table 17). The relationship of this person is given in Table 17A.

TABLE 17

RESPONDENT'S ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

Did respondent know a person he thought was mentally retarded?	Yes	No	No Response	Deleted	
	1167	260	4.	84	N=1515
	77.0	17.2	.3	5.5	%=100

TABLE 17A

IDENTIFICATION OF PERSON
(Based upon 1167 "Yes" Responses)

Member of Immediate Family	Relative	Someone in Neighbor-hood	Friend of Family	Person at work or Related to Person at Work	Casual Acquain-tance	Other	
58	181	379	253	73	203	67	=N
3.8	11.9	25.0	16.7	4.8	13.4	4.4	=%

Response (N) = 1167
Percentage based upon N=1515

Tables 17B, 17C, 17D and 17E give additional information on the person as indicated by the respondents.

TABLE 17B

SEX OF PERSON

Male	Female	No Response	
727	398	42	=N
48.0	26.3	2.8	=%

Response (N) = 1167
Percentage based upon N=1515

TABLE 17C

RESIDENCE OF PERSON

Home	Inst.	Don't Know	No Response	
955	155	37	20	=N
63.0	10.2	2.4	1.3	=%

Response (N) = 1167
Percentage based upon N=1515

TABLE 17D

EDUCATION/TRAINING OF PERSON

	Yes	No	Don't Know	No Resp	
Did person attend Special Class?	495	449	210	13	=N
	32.7	29.6	13.9	.9	=%

Response (N) = 1167
Percentage based upon N=1515

TABLE 17E

	Yes	No	Don't Know	No Response	
Did Special Class Help?	371	39	83	2	=N
	24.5	2.6	5.5	11	=%

Response (N) = 495
Percentage based on N=1515

TABLE 18

PROFILE OF SAMPLE POPULATION ON ELEVEN VARIABLES

18-A

POPULATION PROFILE
VARIABLE: SEX

	Male	Female	
Total Sample	735 48.5	780 51.5	N=1515 %=100
Respondents who never heard of Mental Retardation	46 3.0	38 2.5	N=84 %=5.5

18-B

POPULATION PROFILE
VARIABLE: AGE

	Twenty seven and under (27-18)	Twenty eight-thirty two (28-32)	Thirty three-thirty seven (33-37)	Thirty eight-forty two (38-42)	Forty three-forty seven (43-47)	Forty eight-fifty two (48-52)	Fifty three-fifty seven (53-57)	Fifty eight-sixty seven (58-67)	Over sixty seven (67+)	Refused/ Not answer	
Total Sample	206 13.5	159 10.4	150 9.9	158 10.4	160 10.5	132 8.7	121 7.9	215 14.1	206 13.5	8 .5	N=1515 %=100%
Respondents who never heard of mental retardation	7 .5	11 .7	6 .4	3 .2	5 .3	5 .3	6 .4	12 .8	27 1.8	2 .1	N=84 %=5.5

18-C
POPULATION PROFILE
VARIABLE: EDUCATION

	No school - four years (0-4)	Five-Seven years (5-7)	Eight years (8)	One - three years High School (1-3 HS)	Completed High school	Some college	Completed college	Graduate or Prof. school	
Total Sample	71	121	171	317	423	248	79	85	N=1515
	4.6	8.0	11.3	20.9	27.9	16.4	5.2	5.6	%=100
Respondents who never heard of mental retardation	25	20	9	14	9	5	1	1	N=84
	1.7	1.4	.6	.9	.6	.3	.1	.1	%=5.5

18-D
POPULATION PROFILE
VARIABLE: OCCUPATION*

	Professional	Farmers and farm managers	Managers except farm	Clerical & kindred workers	Sales workers	Craftsmen	Operatives	Service Workers	Laborers	Not Established	
Total Sample	187	47	133	264	71	190	207	206	65	145	N = 1515
	12.4	3.1	8.8	17.4	4.7	12.5	13.7	13.6	4.3	9.5	% = 100
Respondents who never heard of mental retardation	0	1	2	5	2	9	13	21	16	15	N = 84
	0	.1	.1	.3	.1	.6	.9	.4	1.1	1.0	% = 5.5

*Based upon having worked in the stated capacity for one year or more

CURRENT STATUS OF POPULATION

	Full time Work	House-keeping	Retired	Other	
Total Sample	665	470	191	189	N=1515
	44	31	13	12	%=100
Respondents who never heard of mental retardation	21	29	13	21	N=84
	1.4	1.9	.9	1.3	%=5.5

18-E

POPULATION PROFILE

VARIABLE: TOTAL FAMILY INCOME

	Refused/ No answer	2999 and under	3000-3999	4000-4999	5000-5999	6000-6999	7000-7999	8000-9999	10,000-14,999	15,000 or over	
Total Sample	38	272	113	134	150	144	137	201	222	104	N=1515
	2.5	18.0	7.5	8.8	9.9	9.5	9.0	13.3	14.7	6.9	%=100
Respondents who never heard of mental retardation	2	38	15	7	8	6	2	3	2	1	N=84
	.1	2.5	1.0	.5	.5	.4	.1	.2	.1	.1	%=5.5

18-F

POPULATION PROFILE

VARIABLE: RACE

	White	Negro	Other	
Total Sample	1303	201	11	N=1515
	86.0	13.3	.7	%=100
Respondents who never heard of mental retardation	56	28	0	N=84
	3.6	1.9	0	%=5.5

18-G

POPULATION PROFILE

VARIABLE: MARITAL STATUS

	Married	Widowed	Divorced & Separated	Single	
Total Sample	1199	142	63	111	N=1515
	79.1	9.3	4.1	7.3	%=100
Respondents who never heard of mental retardation	53	16	6	9	N=84
	3.5	1.0	.4	.6	%=5.5

18-H

POPULATION PROFILE
VARIABLE: NUMBER OF CHILDREN

	None (0)	One (1)	Two (2)	Three (3)	Four (4)	Five (5) and more	Not applicable or not answered	
Total Sample	178	225	356	251	150	207	148	N=1515
	11.7	14.9	23.5	16.6	9.9	13.6	9.7	%=100
Respondents who never heard of mental retardation	13	23	12	10	7	8	11	N=84
	.9	1.5	.8	.7	.5	.6	.7	%=5.5

18-I

POPULATION PROFILE
VARIABLE: DEMOGRAPHIC

	10 largest metropolitan areas	Other metropolitan area	Counties with towns over 10,000	Counties with no town over 10,000	
Total Sample	369	617	248	281	N=1515
	24.4	40.7	16.4	18.5	%=100
Respondents who never heard of mental retardation	12	37	21	14	N=84
	.7	2.4	1.3	.9	%=5.5

18-J

POPULATION PROFILE

VARIABLE: GEOGRAPHIC

	New England	Middle Atlantic	East-North Central	West-North Central	South Atlantic	Southeast	Southwest	Mountain	Pacific	
Total Sample	84	284	294	132	218	82	181	50	190	N=1515
	5.5	18.7	19.4	8.7	14.4	5.4	11.9	3.3	12.5	%=100
Respondents who never heard of mental retardation	2	16	17	4	9	11	16	0	9	N=84
	.1	1.0	1.1	.2	.6	.7	1.0	.0	.6	%=5.5

18-K

POPULATION PROFILE

VARIABLE: RELIGION

	Protestant	Roman Catholic	Jewish	Other	None/ Not Answered	
Total Sample	1010	386	46	30	43	N=1515
	66.7	25.5	3.0	2.0	2.8	%=100
Respondents who never heard of mental retardation	59	21	1	2	1	N=84
	3.8	1.3	.1	.1	.1	%=5.5

ANALYSIS OF POPULATION PROFILE

Analysis of the population profile for the sample group (N=1431) and for the respondents who never heard of mental retardation (N=84) disclosed differences significant at the .01 level for the variables of: age, education, occupation, income, race, marital status, and number of children. Differences significant at the .05 level were evidenced for the variable of geography. No significant differences were found for the variables sex, demography and religion.

VARIABLE: SEX

SAMPLE DISTRIBUTION

The sample distribution for the variable "sex" is indicated in Table S-1. Since the spread is obviously dichotomous, data reflects the total population (without collapsing categories for tabular presentation) and the analysis mirrors the tables.

TABLE S-1

VARIABLE: SEX OF RESPONDENTS*

Male	Female	
689	742	N=1431

*Eighty-four (84) respondents who never heard of mental retardation were deleted. See Table 18.

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Tables S-2 and S-2a present data upon the number of people who have heard about mental retardation in the past few months and the sources of this information. No statistical significance was evidenced on these tables by the sex variable. Table 2S-b reflects the number of respondents who have not heard about mental retardation recently....but have heard about it at sometime.

TABLE S-2

HAS RESPONDENT HEARD / READ ABOUT MENTAL RETARDATION IN LAST FEW MONTHS?

Yes	No	
499	190	= M
546	196	= F

Male (M) N = 689
Female (F) N = 742

TABLE S-2A

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Newspaper	Magazine	Books	Radio	Television	Movies	Lectures / Talks	Family / Friends	Conversation and Other	
259	177	33	114	344	10	27	89	148	= M
291	250	43	101	413	18	38	125	215	= F

Male (M) N = 1201*
Female (F) N = 1494*

*Includes multiple responses

TABLE S-2B

HAS RESPONDENT EVER HEARD OF MENTAL RETARDATION?

Yes	No
190	0
196	0

Male (M) N = 190
Female (F) N = 196

INCIDENCE OF MENTAL RETARDATION

Estimates of the incidence of various disability areas are displayed in Table S-3. Statistical significance (.01) between male and female responses were found when analyzing the area of mental retardation. (Since the focus of this study is upon mental retardation, other disability areas are not analyzed in this report)

CAUSES OF MENTAL RETARDATION

Statistical significance (.01) was found when causes of mental retardation were analyzed by the sex variable. As evidenced in Table S-4, female respondents were more cognizant of prenatal care and child birth as possible factors causing mental retardation than were their male counterparts.

TABLE S-3

RESPONDENT ESTIMATE FOR INCIDENCE OF VARIOUS DISABILITIES (PER 1000 POPULATION)

	Zero (0)	One (1)	Two-Four (2-4)	Five-Nine (5-9)	Ten-Twenty-Four (10-24)	Twenty-Five-Forty-Nine (25-49)	Fifty-Ninety-Nine (50-99)	One Hundred-Two Hundred Ninety-Nine (100-299)	Three Hundred & Over (300+)	Don't Know	
ntal	0	104	56	153	193	67	46	41	12	17	=M
ardation	1	69	29	140	301	74	36	53	22	17	=F
ndness	2	183	103	139	118	56	19	26	7	36	
	1	100	76	216	161	65	31	42	16	35	
ebral	5	157	117	137	108	41	25	18	6	75	
lsy	2	129	89	183	157	59	32	31	9	51	
alytic	8	209	113	122	88	48	26	11	7	57	
lio	8	201	101	151	125	51	32	25	5	43	
umatic	5	98	97	145	146	65	35	35	11	52	
rt Disease	1	71	77	162	199	83	42	53	16	38	

e (M) N = 689
ale (F) N = 742

TABLE S-4

CAUSES OF MENTAL RETARDATION (IDENTIFIED BY RESPONDENTS)

Heredity	Birth Injury	Disease/Illness	Accident/Trauma	Pre-Natal Factors	Other	
233	262	99	107	167	172	= M
177	342	152	119	280	206	= F

Male (M) N = 1040*
Female (F) N = 1276*
*Includes multiple responses

PREVENTION OF MENTAL RETARDATION

Table S-5 shows statistical significance (.05) between male and female responses relevant to the question "Can mental retardation be prevented?" When the stated ways of preventing mental retardation are analyzed (Table S-5a) we again find significance (.01) with women being more sensitized towards prenatal care, obstetrics, and nutrition.

TABLE S-5

CAN MENTAL RETARDATION BE PREVENTED?

Yes	No	No Response	
285	398	6	= M
356	380	6	= F

Male (M) N = 689
Female (F) N = 742

TABLE S-5a

HOW TO PREVENT MENTAL RETARDATION
(BASED UPON 641 "YES" RESPONSES)

Pre-Natal Care of Mother	Better Obstetrics	Sterilize Unfit Parents	Better Diet/ Nutrition	Research	Vague Responses Re: Parental Habits	Religion	P.K.U. Test	Other	Don't Know	
85	27	11	6	20	24	3	10	67	32	= M
164	50	8	17	29	16	1	40	32	60	= F

Male (M) N = 285*
Female (F) N = 417*

*Includes multiple responses

"SOCIAL WORTH" OF MENTAL RETARDATES

No significance was found between the sexes relevant to their responses on the perceived social worth of mentally retarded persons (Table S-6).

TABLE S-6

PERCEIVED SOCIAL WORTH OF THE MENTALLY RETARDED

What proportion of retardates would make good:	Almost All	Most	Some	Only a Few	None	Don't Know	Not Answered
Employees	78	161	280	141	21	7	1 = M
	61	160	353	141	16	9	2 = F
Neighbors	134	222	214	90	13	14	2
	117	255	251	91	11	15	2
Friends	133	185	222	113	17	14	5
	126	223	256	104	14	17	2
Citizens	155	223	184	92	20	12	3
	141	227	243	96	16	17	2
Parents	31	59	173	208	179	33	6
	21	46	185	247	206	35	2
Husbands/ Wives	34	77	200	202	139	34	3
	24	58	219	245	149	44	3

Male (M) N = 689
Female (F) N = 742

PARTICIPATION IN VARIOUS ACTIVITIES/FUNCTIONS/ROLES

Analysis of Table 7 shows statistical significance between male and female responses on the question of whether the mentally retarded should be allowed to:

Go downtown alone (.05)
Use public beaches and/or playgrounds (.05)
Drink liquor (.01)
Drive a car (.01)
Vote (.01)

In each of the aforementioned, it appears that men are more willing to allow the mentally retarded to participate in various functions, while women are much more hesitant and/or conservative.

TABLE S-7

RESPONDENTS' ATTITUDE TOWARDS VARIOUS ROLES/ ACTIVITIES/FUNCTIONS FOR THE MENTALLY RETARDED

Should mental Retardates:	Yes	No	Don't Know	Not Answered
Go Downtown Alone	239	404	43	3 = M
	208	479	54	1 = F
Get Medical Care At Regular Hospitals	559	112	16	2
	608	124	10	0
Use Public Beaches and/or Playgrounds	538	132	15	4
	542	171	27	2
Drink Liquor	68	588	31	2
	34	681	26	1
Drive A Car	115	544	28	2
	69	630	41	2
Vote	314	324	47	4
	256	418	66	2
Marry	249	384	52	4
	238	433	69	2
Have A Family (Children)	162	467	59	1
	138	533	66	3

Male (M) N = 689
Female (F) N = 742

RANKING SERVICES FOR THE MENTALLY RETARDED

There was no significant difference between male and female responses in the ranking of various services for the mentally retarded (Table S-8)

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

Tables S-9 and S-9a indicate responses to questions involving knowledge of and/or participation with groups working to help the mentally retarded. No significant differences in responses were evidenced between men and women.

TABLE S-8

RATING OF MOST IMPORTANT SERVICES FOR THE MENTALLY RETARDED

	Special Classes/ Education	Research (Study Causes)	Foster Homes	Counseling for Parents of Retardates	Institutions	Centers Where Retardates Can Learn Jobs	Day Care Centers	Not Answered
Most Important	277	192	19	65	34	85	7	10 = M
	314	216	15	75	36	72	6	8 = F
Second Most Important	199	151	33	117	25	144	11	9
	218	177	28	137	35	126	14	7
Third Most Important	89	121	40	139	52	201	37	10
	82	137	50	152	45	229	38	9

Male (M) N = 689
Female (F) N = 742

TABLE S-9

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

Has respondent heard of such organizations?	Yes	No
	416	273 = M
	433	309 = F

Male (M) N = 689
Female (F) N = 742

TABLE S-9a

PARTICIPATION IN A PROGRAM OR DRIVE TO HELP THE MENTALLY RETARDED (BASED UPON 849 "YES" ANSWERS)

Has respondent participated in such activity?	Yes	No
	276	140 = M
	190	243 = F

Male (M) N = 416
Female (F) N = 433

GROUPING THE MENTALLY RETARDED

In grouping the mentally retarded on varous statements (Table S-10), significant differences in responses between men and women were found on indicating the proportion of mentally retarded who:

Look differently (.01)
Are mentally ill or insane (.01)
Should be cared for at home (.01)
Can be self supporting (.01)
Cannot learn to do anything for themselves (.05)

TABLE S-10

GROUPING OF THE MENTALLY RETARDED
ON VARIOUS STATEMENTS

What Proportion of Mental Retardates:	Almost All	Most	Some	Few	None	Don't Know	Not Answered	
Look Differently	122	135	217	175	35	5	0	= M
	137	187	237	154	18	9	0	= F
Are Mentally Ill or Insane	33	50	165	344	55	38	4	
	27	54	241	317	52	50	1	
Can Live "Normal" Lives	81	235	236	111	15	8	3	
	75	263	281	102	8	11	2	
Should Be In Institutions	27	52	243	319	23	22	3	
	24	65	288	321	24	18	2	
Had Mentally Retarded Parents	11	30	187	315	64	81	1	
	4	18	187	365	74	91	3	
Can Have Normal Children	63	108	187	171	69	88	3	
	60	115	203	164	81	117	2	
Should Be Cared For At Home	80	198	247	115	30	15	4	
	56	172	305	156	41	11	1	
Can Be Self-Supporting	33	160	252	208	25	8	3	
	35	137	334	117	42	16	1	
Cannot Ever Learn To Do Anything For Themselves	7	33	135	454	50	10	0	
	17	32	183	460	37	13	0	

Male (M) N = 689
Female (F) N = 742

MISCELLANEOUS STATEMENTS ABOUT THE MENTALLY RETARDED

Table S-11 displays the degree of respondent agreement on miscellaneous statements regarding the mentally retarded. Significant differences were found on the statements:

> The mentally retarded have a right to public education (.01)
>
> A mentally retarded person living in my neighborhood would tend to lower property value (.01)
>
> Programs for the mentally retarded are too expensive in relation to what the mentally retarded gain (.01)
>
> Most parents of mental retardates can have other normal children (.01)

RATING THE MENTALLY RETARDED ON ABILITY TO PERFORM VARIOUS FUNCTIONS

Significant differences in response between male and female responses were found in grouping the mentally retarded on their ability to perform various functions (Table S-12). These differences were evidenced in ranking the proportion of mental retardates who could learn to:

Add and subtract (.01)

Learn to use public transportation (.01)

Learn to drive a car (.01)

Have a regular job (.05)

In all of the aforementioned categories, women were more conservative than men.

"CURES" FOR MENTAL RETARDATION

No significant differences in responses were found relative to the question "Can mental retardation be cured?" (Table S-13).

SEMANTIC DIFFERENTIAL

Figure S-1 graphically presents mean responses by males and females on word pairs in the semantic differential. In all cases, analysis indicates that each sex scored the mentally retarded significantly lower (.01) than they scored a normal person. (Practical considerations prevented analysis of these scores by the sex variable)

After ranking the normal person on the semantic differential, respondents were asked to indicate whether they were thinking of a child or adult, a male or female (Tables S-14, S-14a). Statistical significance (.01) was found in Table S-14, in which respondents indicated the sex (image) of the person they were thinking about.

TABLE S-11

AGREEMENT UPON MISCELLANEOUS STATEMENTS REGARDING THE MENTALLY RETARDED

	Agree Strongly	Agree	Disagree	Disagree Strongly	Don't know	Not Answered	
MR Never Know They Differ From Other People	45	224	333	62	24	1	=M
	47	228	348	91	28	0	=F
MR Children Have A Right To Public Education	238	338	54	10	1	5	
	213	396	96	26	11	0	
A MR Adult Living In Neighborhood Would Tend to Lower Property Values	13	66	348	249	12	1	
	3	47	365	305	21	1	
Programs For MR Are Too Expensive In Relation to What the MR Gains From Them	19	98	321	192	59	0	
	10	63	370	239	60	0	
A MR Youth Should Not Expect To Participate in Teenage Community Activities	8	155	386	109	29	2	
	12	150	416	124	40	0	
You Can Usually Tell A MR By His Looks/Appearance	53	304	256	66	10	0	
	70	330	259	70	13	0	
Most Parents of MR Can Have Other Normal Children	220	412	28	8	19	2	
	316	391	13	4	17	1	
Parents Should Allow Normal Child To Play With MR Child	143	454	70	3	16	3	
	162	477	74	5	24	0	
I would Not Want My Child to Attend A School That Also Has Classes for MR Child	8	63	394	212	10	2	
	8	59	378	286	11	0	
Most People Feel Uncomfortable In The Presence of MR Person	55	342	237	35	17	3	
	39	396	243	44	20	0	

Male (M) N = 689
Female (F) N = 742

TABLE S-12

GROUPING THE MENTALLY RETARDED ON VARIOUS ROLES/ABILITIES

What Proportion of Mental Retardates Can:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Learn To Read and Write	121	254	227	74	1	11	1	=M
	108	250	294	77	3	10	0	=F
Learn To Add and Subtract	84	215	266	114	4	5	1	
	61	214	312	133	8	14	0	
Learn To Feed Themselves	252	326	87	21	0	2	1	
	253	359	113	12	1	3	1	
Learn To Dress Themselves	215	326	119	23	1	4	1	
	236	355	120	26	0	5	0	
Learn To Use Public Trans.	86	217	234	126	14	8	4	
	62	178	319	149	22	12	0	
Learn To Do Simple Sewing	90	217	259	103	9	7	4	
	61	211	238	117	14	9	2	
Learn To Drive A Car	25	67	204	251	129	12	1	
	9	28	225	255	190	34	1	
Learn To Dance	102	214	220	127	16	8	2	
	103	224	258	124	18	15	0	
Have A Regular Job	51	164	277	149	32	12	4	
	32	148	343	171	33	15	0	

Male (M) N = 689
Female (F) N = 742

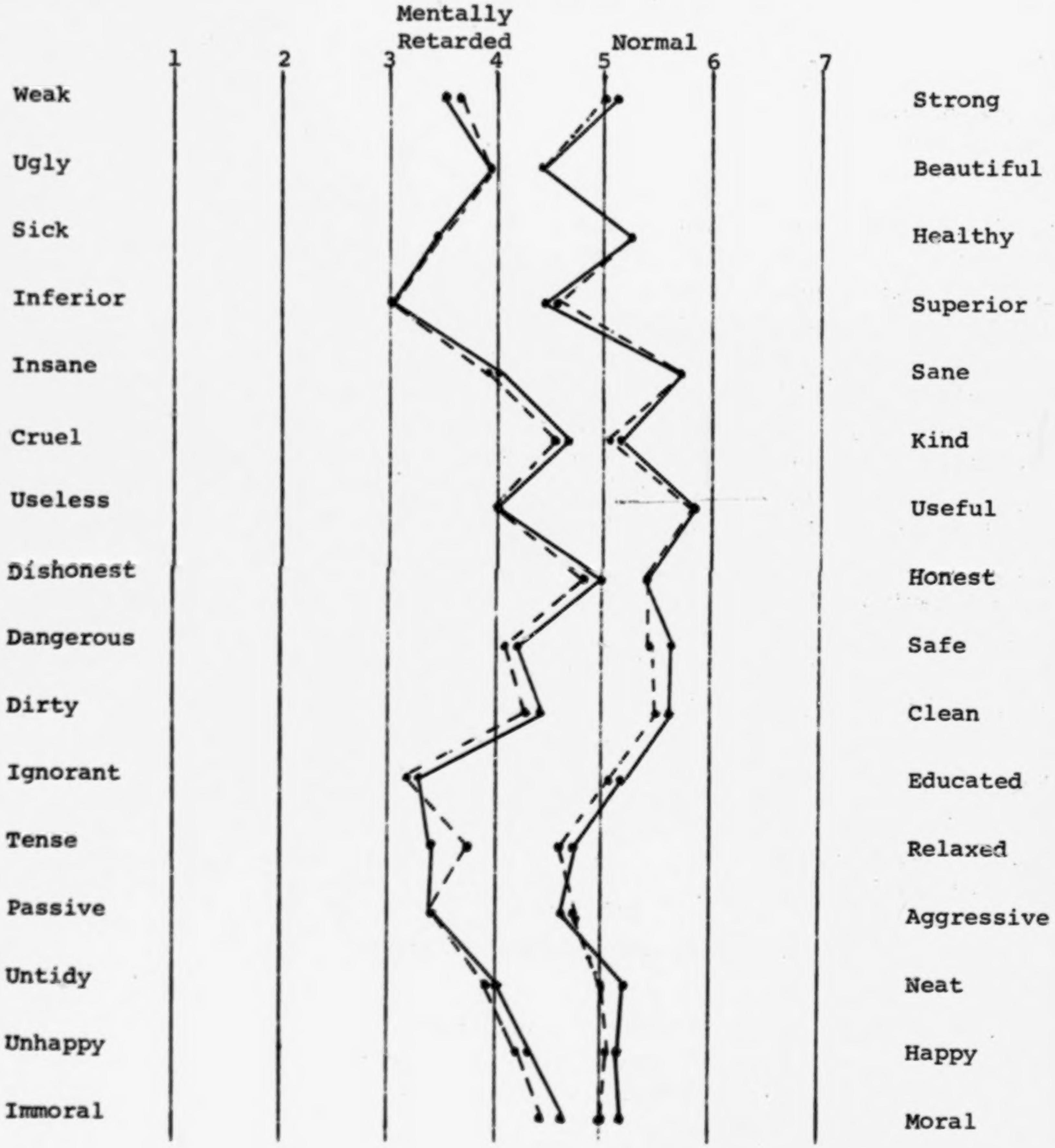
TABLE S-13

CAN MENTAL RETARDATION BE CURED?

Yes	No	Not Answered	
97	585	7	= M
90	644	8	= F

Male (M) N = 689
Female (F) N = 742

Semantic Differential
Variable: Sex*



*See narrative section
for statistical analysis

Key
——— Female
------ Male

Figure S-1

TABLE S-14

SEMANTIC DIFFERENTIAL
NORMAL PERSON

Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Not Answered	
	33	437	76	134	0	9	= M
	36	487	88	118	2	11	= F

Male (M) N = 689
Female (F) N = 742

TABLE S-14a

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Not Answered	
	188	11	267	212	0	11	= M
	104	76	287	260	4	11	= F

Male (M) N = 689
Female (F) N = 742

Tables 15 and 15a indicate responses relevant to the semantic differential for a mentally retarded person, and whether the respondent was thinking about: a child or adult; a male or female. Both of these tables show significance at the .01 level, with women tending to think (visualize) in terms of children and females.

TABLE S-15

SEMANTIC DIFFERENTIAL
MENTALLY RETARDED PERSON

Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Not Answered	
	223	212	121	115	1	17	= M
	312	185	121	109	3	12	= F

Male (M) N = 689
Female (F) N = 742

TABLE S-15a

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Not Answered	
	172	37	272	188	1	19	= M
	138	91	284	213	4	12	= F

Male (M) N = 689
Female (F) N = 742

RESPONDENTS' ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

Table S-16 displays the number of respondents who felt that they knew a mentally retarded person. No significant differences in responses was found.

TABLE S-16

RESPONDENT'S ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

Respondent knows a mentally retarded person:	Yes	No	Not Answered	
	551	135	3	= M
	616	125	1	= F

Male (M) N = 689
Female (F) N = 742

VARIABLE: AGE

SAMPLE DISTRIBUTION

The sample distribution for the variable "age" is indicated in Table A-1. Statistical analysis was applied to this spread. For practical considerations, tabular presentation was restricted to the polarities indicated in Table A-1a.

TABLE A-1

VARIABLE: AGE OF RESPONDENTS*

Twenty-Seven - Under (27-18)	Twenty-Eight-Thirty-Two (28-32)	Thirty-Three-Thirty-Seven (33-37)	Thirty-Eight-Forty-Two (38-42)	Forty-Three-Forty-Seven (43-47)	Forty-Eight-Fifty-Two (48-52)	Fifty-Three-Fifty-Seven (53-57)	Fifty-Eight-Sixty-Seven (58-67)	Over Sixty Seven (67+)	Refused/Not Answered
199	148	144	155	155	127	115	203	179	6

N = 1431

*Eighty-Four (84) respondents who never heard of mental retardation were deleted. See Table 18

TABLE A-1a

VARIABLE: AGE POLARITIES**

Respondents Age 37 and under	Respondents Age 53 and over
N = 491	N = 497

**By using age polarities, 527 respondents are omitted in tabular presentations

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

While the number of people who heard about mental retardation in the last few months was essentially the same for polarity groupings in age, analysis of this variable indicates significant differences (.01) in the sources of imformation. Newspapers and books reflect areas of difference for printed matter while other divergent source media are represented by oral communication and radio (Tables A-2 and A-2a).

TABLE A-2

HAS RESPONDENT HEARD/READ ABOUT MENTAL RETARDATION IN LAST FEW MONTHS

Yes	No	
356	141	= O
348	143	= U

Respondents age 53 and over (O) N = 497
Respondents age 37 and under (U) N = 491

TABLE A-2a

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Newspaper	Magazine	Books	Radio	Television	Movies	Lectures / Talks	Family / Friends	Conversation and other	
212	133	19	78	256	13	18	56	84	= O
141	136	35	61	246	20	23	80	105	= U

Respondents age 53 and over (O) N = 497*
Respondents age 37 and under (U) N = 491*

*Includes multiple responses

TABLE A-2b

HAS RESPONDENT EVER HEARD OF MENTAL RETARDATION ?

Yes	No	
141	0	= O
143	0	= U

Respondents age 53 and over (O) N = 141
Respondents age 37 and under (U) N = 143

INCIDENCE OF MENTAL RETARDATION

Significance at the .05 level was found when the estimate for the incidence of mental retardation was interpreted according to the age variable. Table A-3 shows estimates for the incidence of various disability areas for groupings of age 53 and over compared to those of age 37 and under. (Since the focus of this study is upon mental retardation, other disability areas are not analyzed in this report).

TABLE A-3

RESPONDENT ESTIMATE FOR INCIDENCE OF VARIOUS DISABILITIES (PER 1000 POPULATION)

	Zero (0)	One (1)	Two-Four (2-4)	Five-Nine (5-9)	Ten-Twenty-Four (10-24)	Twenty-Five-Forty-Nine (10-49)	Fifty-Ninety-Nine (50-99)	One Hundred-Two Hundred Ninety-Nine (100-299)	Three Hundred & Over (300+)	Don't Know
tal	1	54	123	156	44	45	7	48	1	18 = O
ardation	0	57	132	172	54	30	6	36	0	4 = U
indness	2	91	157	101	51	18	4	36	1	36
	1	96	194	77	55	27	4	26	1	10
ebral	4	92	141	94	55	33	6	23	0	60
sy	3	101	191	88	39	20	5	20	0	24
alytic	10	124	144	86	38	33	7	20	0	35
io	5	163	166	73	33	21	1	15	2	12
eumatic	2	50	117	118	65	43	6	52	1	43
rt Disease	4	67	173	104	61	29	6	32	1	14

spondents age 53 and over (O) N = 497
spondents age 37 and under (U) N = 491

CAUSES OF MENTAL RETARDATION

When responses identifying causes of mental retardation were analyzed by age as a variable, significance was found at the .01 level. Younger respondents tended to specify more causes in all instances except heredity (Table A-4).

PREVENTION OF MENTAL RETARDATION

Responses to the question of whether mental retardation can be prevented and the means by which respondents state that mental retardation can be prevented were analyzed. In both cases, significant differences in responses at the .05 level were found. (Tables A-5 and A-5a).

TABLE A-4

CAUSES OF MENTAL RETARDATION (IDENTIFIED BY RESPONDENTS)

Heredity	Birth Injury	Disease / Illness	Accident / Trauma	Pre-Natal Factors
154	178	68	57	131 = O
122	227	95	91	182 = U

Respondents over age 53 (O) N = 588*
Respondents under age 37 (U) N = 717*

*Includes multiple responses

TABLE A-5

CAN MENTAL RETARDATION BE PREVENTED?

Yes	No	No Response
204	284	9 = O
233	257	1 = U

Respondents age 53 and over (O) N = 497
Respondents age 37 and under (U) N = 491

TABLE A-5a

HOW TO PREVENT MENTAL RETARDATION (BASED UPON 437 "YES" ANSWERS)

Pre-Natal Care of Mother	Better Obstetrics	Sterilize unfit Parents	Better Diet / Nutrition	Research	Vague Responses Re: Parental Responses	Religion	P.K.U. Test	Other	Don't Know
66	23	7	4	11	16	3	7	28	39 = O
99	28	5	12	24	11	1	29	34	20 = U

Respondents age 53 and over (O) N = 204*
Respondents age 37 and under (U) N = 263*

*Includes multiple responses

"SOCIAL WORTH" OF MENTAL RETARDATES

When the perceived social worth of mental retardates was analyzed by the age variable, significant differences in responses were found in grouping the number of mental retardates who would make good citizens (.01) and in grouping those who would make good parents (.01) (Table A-6)

TABLE A-6

PERCEIVED SOCIAL WORTH OF THE MENTALLY RETARDED

What proportion of mental retardates would make good:	Almost All	Most	Some	Only a Few	None	Don't Know	Not Answered
Employees	37	86	224	122	16	10	2 = O
	53	125	219	80	9	4	1 = U
Neighbors	73	144	169	82	10	16	3
	99	171	157	50	7	6	1
Friends	77	122	176	91	14	15	2
	97	151	151	71	9	8	4
Citizens	72	133	173	86	19	12	2
	128	160	132	55	8	5	3
Parents	17	28	92	152	173	33	2
	20	39	156	162	96	14	4
Husbands/Wives	20	36	115	158	126	40	2
	23	51	170	158	71	14	4

Respondents age 53 and over (O) N = 497
Respondents age 37 and under (U) N = 491

PARTICIPATION IN VARIOUS ROLES/FUNCTIONS/ACTIVITIES

By applying the age variable to answers indicating respondent attitudes toward various activities, roles and functions for the mentally retarded, significant differences were evidenced as to whether the mentally retarded should:

Use public beaches and/or playgrounds (.05)
Drink liquor (.01)
Drive a car (.05)
Marry (.01)
Have a family (children) (.01)

Younger respondents were much more permissive in each of the aforementioned than were their older counterparts (Table A-7).

TABLE A-7

RESPONDENTS' ATTITUDE TOWARDS VARIOUS ROLES/ ACTIVITIES/FUNCTIONS FOR THE MENTALLY RETARDED

Should Mental Retardates:	Yes	No	Don't Know	Not Answered	
Go Downtown Alone	143	313	40	1	=O
	162	294	33	2	=U
Get Medical Care At	410	74	12	1	
Regular Hospitals	393	91	6	1	
Use Public Beaches	346	132	16	3	
and/or Playgrounds	399	80	10	2	
Drink Liquor	18	463	20	0	
	47	415	27	2	
Drive A Car	44	433	20	0	
	82	376	31	2	
Vote	192	265	38	2	
	210	240	37	4	
Marry	133	329	31	4	
	202	238	49	2	
Have A Family	71	388	35	3	
(Children)	133	310	47	1	

Respondents age 53 and over (O) N = 497
Respondents age 37 and under (U) N = 491

RANKING SERVICES FOR THE MENTALLY RETARDED

Responses in ranking the second most important service for the mentally retarded indicated significant differences at the .01 level when analyzed according to age (Table A-8)

TABLE A-8

RATING OF MOST IMPORTANT SERVICES FOR THE MENTALLY RETARDED

	Special Classes /Education	Research (Study Causes)	Foster Homes	Counseling for Parents of Retardates	Institutions	Centers Where Retardates Can Learn Jobs	Day Care Centers	Not Answered
Most Important	193	120	20	57	30	66	5	6 = O
	194	157	12	40	27	48	6	7 = U
Second Most Important	136	92	33	84	25	110	10	7
	152	120	17	82	17	89	6	8
Third Most Important	49	91	34	86	40	160	27	10
	64	85	34	109	31	137	24	7

Respondents age 53 and over (O) N = 497
Respondents age 37 and under (U) N = 491

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

Analysis of responses in this area indicates that younger respondents are significantly (.01) more familiar with groups and/or associations working for the mentally retarded than are older respondents. No significance was evidenced, however, in terms of participation in programs or drives to help the mentally retarded (Tables A-9 and A-9a)

TABLE A-9

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

Has respondent heard of such organizations?	Yes	No
	258	239 = O
	306	185 = U

Respondents age 53 and over (O) N = 497
Respondents age 37 and under (U) N = 491

TABLE A-9a

PARTICIPATION IN A PROGRAM OR DRIVE TO HELP THE MENTALLY RETARDED (BASED UPON 564 "YES" ANSWERS)

Has respondent participated in such activity?

Yes	No	
118	140	= O
132	174	= U

Respondents age 53 and over (O) N = 258
Respondents age 37 and under (U) N = 306

GROUPING THE MENTALLY RETARDED

Grouping of the mentally retarded on various statements indicated significant differences in responses by the age variable. These statements were that mental retardates:

Look differently (.01)
Are mentally ill or insane (.01)
Can live "normal" lives (.01)
Should be in institutions (.05)
Can have normal children (.01)
Can be self supporting (.05)
Cannot learn to do anything for themselves (.01)

In all instances, younger respondents were more accurate and/or positive in attitudes than were their older counterparts (Table A-10)

MISCELLANEOUS STATEMENTS ABOUT THE MENTALLY RETARDED

The degree of respondent agreement for miscellaneous statements about the mentally retarded persons displayed significant differences when analyzed by the age variable. These statements were:

Mentally retardates never know they differ from other people (.01)
A mentally retarded adult living in the neighborhood would tend to lower property values (.05)
Programs for retardates are too expensive to relation to what the retardate gains from them (.01)
A retarded youth should not expect to participate in teenage youth activities (.01)
You can usually tell a retardate by his looks/appearance (.01)
I would not want my child to attend a school that also has classes for retarded children (.01) (Table A-11)

TABLE A-10

GROUPING OF THE MENTALLY RETARDED ON VARIOUS STATEMENTS

What Proportion of Mental Retardates:	Almost All	Most	Some	Few	None	Don't Know	Not Answered	
Look Differently	127	123	132	92	15	8	0	= O
	61	99	163	139	27	2	0	= U
Are Mentally Ill or Insane	30	37	134	213	27	54	2	
	13	30	142	243	45	16	2	
Can Live "Normal" Lives	46	136	188	104	10	13	0	
	65	195	179	46	2	2	2	
Should Be In Institutions	17	55	177	207	16	23	2	
	21	34	17	236	20	7	2	
Had Mentally Retarded Parents	9	22	121	223	43	76	3	
	2	11	130	254	53	40	1	
Can Have Normal Children	29	40	132	131	81	81	3	
	54	110	132	110	31	52	2	
Should Be Cared For At Home	47	120	184	106	25	13	2	
	52	130	183	95	26	4	1	
Can Be Self-Supporting	22	74	185	170	32	14	0	
	27	118	208	114	16	6	2	
Cannot Ever Learn To Do Anything For Themselves	9	26	138	289	21	14	0	
	11	18	73	351	34	4	0	

TABLE A-11

AGREEMENT UPON MISCELLANEOUS STATEMENTS REGARDING THE MENTALLY RETARDED

	Agree Strongly	Agree	Disagree	Disagree Strongly	Don't know	Not Answered	
MR Never Know They Differ From Other People	46	213	181	31	26	0	=O
	17	114	277	71	12	0	=U
MR Children Have A Right to Public Education	168	275	39	8	4	3	
	147	263	60	13	5	2	
A MR Adult Living In Neighborhood Would Tend To Lower Property Values	11	56	255	159	15	1	
	1	33	230	219	8	0	
Programs for MR Are Too Expensive In Relation to What the MR Gains From Them	11	85	237	110	54	0	
	6	42	234	177	32	0	
A MR Youth Should Not Expect to Participate in Teenage Community Activities	11	144	246	63	32	1	
	5	76	311	87	12	0	
You Can Usually Tell A MR By His Looks/ Appearance	64	266	141	17	9	0	
	27	183	211	64	6	0	
Most Parents of MR Can Have Other Normal Children	192	271	19	5	10	0	
	180	280	11	4	15	1	
Parents Should Allow Normal Child To Play With MR Child	105	300	73	4	15	0	
	107	331	39	3	10	1	
I would Not Want My Child To Attend A School That Also Has Classes for MR Child	8	60	273	144	12	0	
	4	35	248	201	3	0	
Most People Feel Uncomfortable In The Presence of MR Person	32	229	191	30	14	1	
	30	286	142	26	7	0	

Respondents age 53 and over (O) N = 497
Respondents age 37 and under (U) N = 491

TABLE A-12

GROUPING THE MENTALLY RETARDED ON VARIOUS ROLES/ABILITIES

What Proportion of Mental Retardates Can:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Learn to Read And Write	66	170	169	77	2	13	0	=O
	91	187	180	31	0	2	0	=U
Learn To Add and Subtract	40	127	193	115	10	12	0	
	60	160	204	64	1	2	0	
Learn To Feed Themselves	160	248	68	17	1	3	0	
	207	224	54	6	0	0	0	
Learn To Dress Themselves	137	243	86	24	1	6	0	
	193	219	66	13	0	0	0	
Learn To Use Public Trans.	41	116	185	124	21	10	0	
	62	158	191	70	8	1	1	
Learn To Do Simple Sewing	41	127	214	91	11	11	2	
	62	157	204	62	5	0	1	
Learn To Drive A Car	8	27	99	190	149	23	1	
	14	39	179	179	68	12	0	
Learn To Dance	57	129	161	115	19	16	0	
	84	163	155	77	7	4	1	
Have A Regular Job	18	82	211	140	32	12	2	
	39	125	208	99	14	5	1	

Respondents age 53 and over (O) N = 497
Respondents age 37 and under (U) N = 491

RATING THE MENTALLY RETARDED ON ABILITY TO PERFORM VARIOUS FUNCTIONS

The age variable produced significant differences in responses when grouping the mentally retarded on their ability concerning various roles or functions. These differences were manifested in identifying the portion of mental retardates that can:

Learn to add and subtract (.01)
Learn to use public transportation (.05)
Learn to drive a car (.01)
Learn to dance (.05)
Have a regular job (.05)

In all these instances, younger respondents were more positive about the abilities of mentally retarded persons. (Table A-12, See Above)

"CURES" FOR MENTAL RETARDATION

No significant difference was evidenced when the question "Can mental retardation be cured?" was analyzed by the variable of age. (Table A-13)

TABLE A-13

CAN MENTAL RETARDATION BE CURED?

Yes	No	Not Answered
65	423	9 = O
72	418	1 = U

Respondents age 53 and over (O) N = 497
Respondents age 37 and under (U) N = 491

SEMANTIC DIFFERENTIAL

Figure A-1 graphically presents the mean polarity responses by the age variable on word pairs in the semantic differential. Analysis by the total spread of the age variable indicates that all groupings ranked the mentally retarded significantly lower (.01) than they ranked a normal person. (Practical considerations prevented analysis of these scores by the age variable).

Relative to the Semantic Differential for both the normal and the mentally retarded, there were no significant differences in replies indicating whether the respondent was thinking of a child or adult, a male or female, (Tables A-14, A-14a, A-15, A-15a)

TABLE A-14

SEMANTIC DIFFERENTIAL

NORMAL

Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Not Answered
	33	287	53	111	0	13 = O
	15	337	63	73	2	1 = U

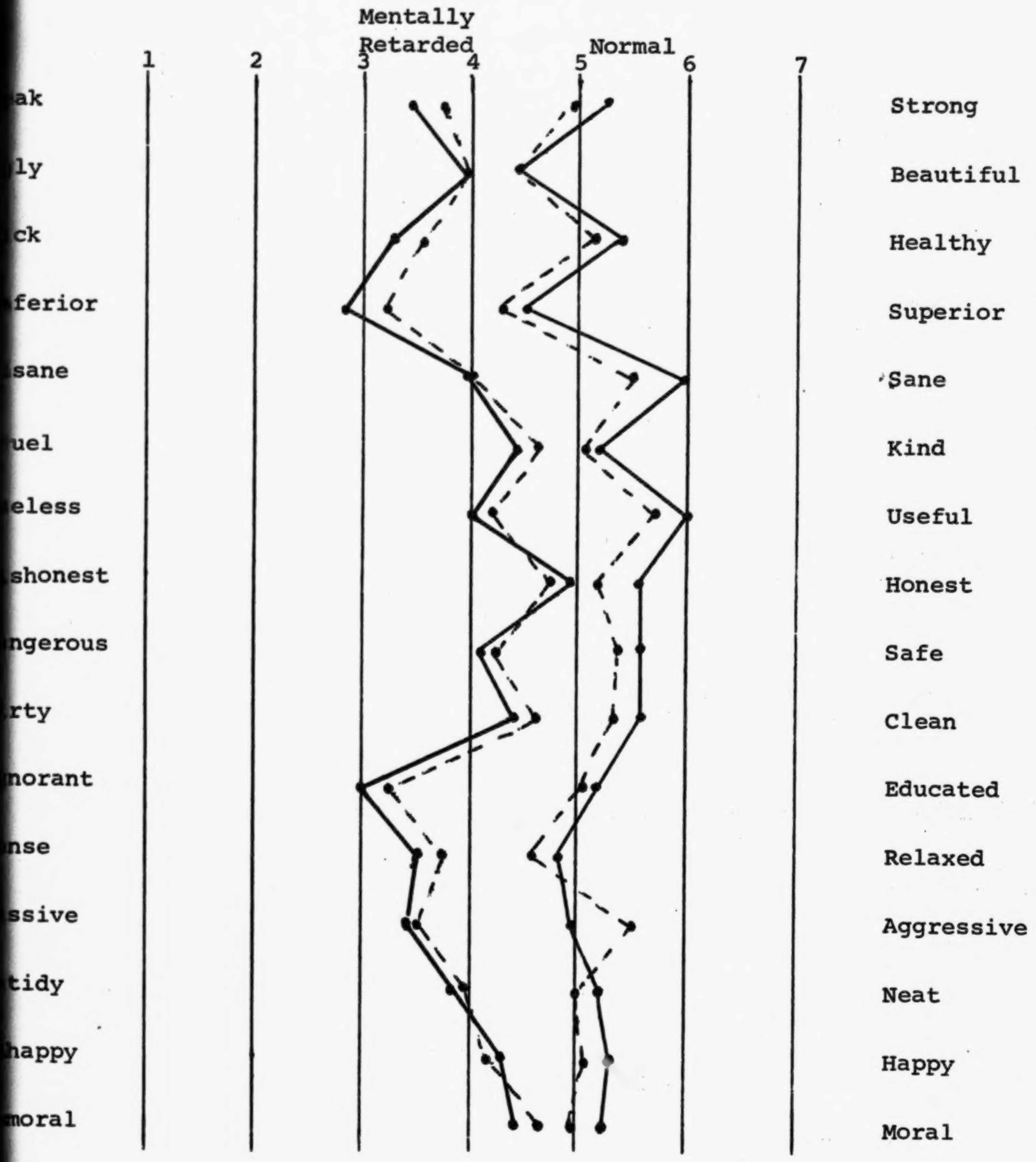
Respondents age 53 and over (O) N = 497
Respondents age 37 and under(U) N = 491

TABLE A-14a

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Not Answered
	97	28	193	164	0	15 = O
	106	30	184	169	1	1 = U

Respondents age 53 and over (O) N = 497
Respondents age 37 and under (U) N = 491

Semantic Differential
Variable: Age*



*See narrative section
for statistical analysis

Key
———— 37 years & under
------ 53 years & under

Figure A-1

TABLE A-15

SEMANTIC DIFFERENTIAL

RETARDED

Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Not Answered
	194	118	83	81	1	20 = O
	174	114	89	83	0	1 = U

Respondents age 53 and over (O) N =497
Respondents age 37 and under (U) N = 491

TABLE A-15a

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Not Answered
	105	42	204	124	1	21 = O
	107	43	183	156	0	2 = U

Respondents age 53 and over (O) N = 497
Respondents age 37 and under(U) N = 491

RESPONDENTS' ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

When compared to younger respondents, a higher ratio of older respondents indicated that they felt they knew a mentally retarded person. This was significant at the .05 level (Table A-16)

TABLE A-16

RESPONDENTS' ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

Respondent knows a mentally retarded person:	Yes	No	Not Answered
	419	77	1 = O
	385	105	1 = U

Respondents age 53 and over (O) N = 497
Respondents age 37 and under (U) N = 491

VARIABLE: EDUCATION

SAMPLE DISTRIBUTION

The sample distribution for the variable "education" is indicated in Table E-1. Statistical analysis was applied to this spread. For practical considerations, tabular presentation was restricted to the polarities indicated in Table E-1a.

TABLE E-1

VARIABLE: EDUCATION OF RESPONDENTS*

No School-Four Years (0-4)	Five-Seven Years (5-7)	Eight Years (8)	One-Three Years High School (1-3 HS)	Completed High School	Some College	Completed College	Graduate or Professional School
46	101	162	303	414	243	78	84

N = 1431

*Eighty-Four (84) respondents who never heard of mental retardation were deleted. See Table 18

TABLE E-1a

VARIABLE: EDUCATION POLARITIES**

Respondents with less than High School Education	Respondents with more than High School Education
N = 612	N = 405

** By using education polarities, 414 respondents are omitted in tabular presentations

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

When analyzed by the education variable, statistical significance was evidenced in the number of respondents who had heard about mental retardation in the last few months (.01) and in the source(s) of this information (.01). In virtually all instances, respondents with more education were better informed and/or indicated a media with greater frequency. The only notable exception to this statement was observed in the number of responses naming television as a source of information (Table E-2, E-2a).

TABLE E-2

HAS RESPONDENT HEARD/READ ABOUT MENTAL RETARDATION IN LAST FEW MONTHS?

Yes	No
410	202
329	76

Under High School (LHS) N = 612
Over High School (MHS) N = 405

TABLE E-2a

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Newspaper	Magazine	Books	Radio	Tele-vision	Movies	Lectures/ Talks	Family/ Friends	Conver-sation and Other	
201	66	21	34	308	21	13	63	75	= LHS
185	149	37	80	210	20	38	85	118	= MHS

Less Than High School (LHS) N = 802*
More Than High School (MHS) N = 922*

* Includes multiple responses

TABLE E-2b

HAS RESPONDENT EVER HEARD OF MENTAL RETARDATION?

Yes	No	
202	0	= LHS
76	0	= MHS

Less than High School (LHS) N = 202
More than High School (MHS) N = 76

INCIDENCE OF MENTAL RETARDATION

No significant differences in respondents' estimates for the incidence of mental retardation was found when analyzed by the variable of education (Table E-3) (Since the focus of this study is upon mental retardation, other disability areas are not analyzed in this report).

TABLE E-3

RESPONDENT ESTIMATE FOR INCIDENCE OF VARIOUS DISABILITIES (PER 1000 POPULATION)

	Zero (0)	One (1)	Two-Four (2-4)	Five-Nine (5-9)	Ten-Twenty-Four (10-24)	Twenty-Five - Forty-Nine (25-49)	Fifty-Ninety-Nine (50-99)	One Hundred-Two Hundred Ninety-Nine (100-299)	Three Hundred & Over (300+)	Don't Know	
Mental	1	67	141	209	57	49	5	62	1	20	= LHS
Retardation	0	54	100	135	46	29	6	25	1	9	= MHS
Blindness	2	85	215	129	71	24	4	48	2	32	
	0	107	132	72	45	11	2	16	0	20	
Cerebral	4	85	199	134	52	40	2	37	1	58	
Palsy	2	113	141	55	34	15	5	7	0	33	
Paralytic	9	130	204	113	49	44	7	24	1	31	
Polio	5	156	124	45	27	12	12	6	0	27	
Rheumatic	2	48	155	159	90	50	8	62	1	47	
Heart Disease	2	72	131	75	47	29	4	21	1	23	

(LHS) N = 612
(MHS) N = 405

CAUSES OF MENTAL RETARDATION

There were no significant differences in responses identifying causes of mental retardation when analyzed by the education variable. (Table E-4)

TABLE E-4

CAUSES OF MENTAL RETARDATION (IDENTIFIED BY RESPONDENTS)

Heredity	Birth Injury	Disease /Illness	Accident /Trauma	Pre-Natal Factors	
139	186	85	81	176	= LHS
154	224	82	72	142	= MHS

Less than High School (LHS) N = 667*
More than High School (MHS) N = 674*

*Includes multiple responses

PREVENTION OF MENTAL RETARDATION

Analysis by the amount of education obtained by the respondents displayed significant differences to the question concerning prevention of mental retardation (.01) and the identification of means by which mental retardation could be prevented (.05) (Tables E-5, E-5a)

TABLE E-5

CAN MENTAL RETARDATION BE PREVENTED ?

Yes	No	No Response	
232	372	8	= LHS
229	176	0	= MHS

Less than High School (LHS) N = 612
More than High School (MHS) N = 405

TABLE E-5a

HOW TO PREVENT MENTAL RETARDATION (BASED UPON 461 "YES" ANSWERS)

Pre-Natal Care of Mother	Better Obstetrics	Sterilize unfit parents	Better Diet/ Nutrition	Research	Vague Responses Re: Parental Responses	Religion	P.K.U. Test	Other	Don't Know	
86	17	3	7	18	19	2	8	72	42	= LH
85	38	12	10	20	12	2	24	44	12	= MH

Less than High School (LHS) N = 235*
More than High School (MHS) N = 259*

*Includes multiple responses

"SOCIAL WORTH" OF MENTAL RETARDATES

The amount of education achieved by respondents displayed no statistical significance in grouping the mentally retarded on various social roles (Tables E-6).

TABLE E-6

PERCEIVED SOCIAL WORTH OF THE MENTALLY RETARDED

What proportion of mental retardates would make good:	Almost All	Most	Some	Only a Few	None	Don't Know	Not Answered	
Employees	60	126	243	149	23	10	1	=LHS
	37	104	192	60	8	3	1	=MHS
Neighbors	113	179	200	93	8	18	1	
	60	158	132	41	8	4	2	
Friends	120	170	198	94	12	16	2	
	60	116	140	64	13	8	4	
Citizens	119	180	175	97	21	18	2	
	71	138	138	44	9	3	2	
Parents	25	48	131	188	182	37	1	
	8	26	124	138	97	7	5	
Husbands/ Wives	29	55	163	191	135	38	1	
	11	40	130	140	67	13	2	

Less than High School (LHS) N = 612
More than High School (MHS) N = 405

PARTICIPATION IN VARIOUS ROLES/ACTIVITIES/FUNCTIONS

Attitude towards various roles, functions, activities for the mentally retarded were effected by the level of education that respondents had obtained. Significant differences were manifested in answers indicating whether the mentally retarded should:

Go downtown alone (.05)
Use public beaches/playgrounds (.05)
Drink liquor (.05)

Respondents with greater education reflected a more liberal attitude on each of the aforementioned (Table E-7).

TABLE E-7

RESPONDENTS' ATTITUDE TOWARDS VARIOUS ROLES/ ACTIVITIES/FUNCTIONS FOR THE MENTALLY RETARDED

Should Mental Retardates:	Yes	No	Don't Know	No Answer	
Go Downtown Alone	172	408	32	0	= LHS
	145	224	33	3	= MHS
Get Medical Care At Regular Hospitals	510	86	15	1	
	331	66	7	1	
Use Public Beaches and/or Playgrounds	432	159	18	3	
	318	173	11	3	
Drink Liquor	26	565	20	1	
	47	335	21	2	
Drive A Car	68	518	26	0	
	64	315	24	2	
Vote	245	309	57	1	
	175	200	27	3	
Marry	208	357	45	2	
	139	229	34	3	
Have A Family (Children)	121	438	52	1	
	88	284	31	2	

Less than High School (LHS) N = 612
More than High School (MHS) N = 405

RANKING SERVICES FOR THE MENTALLY RETARDED

When ranking the most important service for the mentally retarded, analysis by the level of education indicated differences in responses significant at the .05 level (Table E-8).

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

The amount of education possessed by respondents significantly effected answers concerning familiarity with groups or associations working for the mentally retarded (.01) as well as respondent participation in activities to help the mentally retarded (.01). More education was related to greater acquaintance with groups serving the mentally retarded as well as personal participation in drive or activities. (Table E-9, E-9a)

TABLE E-8

RATING OF MOST IMPORTANT SERVICES FOR THE MENTALLY RETARDED

	Special Classes/ Education	Research (Study Causes)	Foster Homes	Counseling for Parents of Retardates	Institutions	Centers Where Retardates Can Learn Jobs	Day Care Centers	Not Answered
Most Important	250	155	24	47	28	89	10	9 = LHS
	174	125	1	52	18	28	1	5 = MHS
Second Most Important	176	123	37	94	33	128	13	8
	112	105	8	88	5	74	7	6
Third Most Important	59	113	48	99	48	197	35	13
	56	72	16	90	27	124	18	2

Less than High School (LHS) N = 612
More than High School (MHS) N = 405

TABLE E-9

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

Has respondent heard of such organizations?	Yes	No
	297	315 = LHS
	293	112 = MHS

Less than High School (LHS) N = 612
More than High School (MHS) N = 405

TABLE E-9a

PARTICIPATION IN A PROGRAM OR DRIVE TO HELP THE MENTALLY RETARDED (BASED UPON 590 "YES" ANSWERS)

Has respondent participated in such activity?	Yes	No
	120	177 = LHS
	142	151 = MHS

Less than High School (LHS) N = 297
More than High School (MHS) N = 293

GROUPING THE MENTALLY RETARDED

Statistical significance at the .01 level was evidenced when the variable of education was applied to responses grouping the proportion of mental retardates that could live "normal" lives. (Table E-10)

TABLE E-10

GROUPING OF THE MENTALLY RETARDED ON VARIOUS STATEMENTS

What Proportion of Mental Retardates:	Almost All	Most	Some	Few	None	Don't Know	Not Answered	
Look Differently	125	141	188	130	22	6	0	= LHS
	51	84	133	119	14	4	0	= MHS
Are Mentally Ill or Insane	29	61	181	267	28	43	3	
	13	18	97	204	48	24	1	
Can Live "Normal" Lives	85	183	202	121	10	7	4	
	29	164	154	49	4	4	1	
Should Be In Institutions	26	64	233	249	24	15	1	
	10	24	136	211	9	12	3	
Had Mentally Retarded Parents	10	16	143	299	63	78	3	
	2	22	117	191	32	41	6	
Can Have Normal Children	41	80	172	160	77	80	2	
	39	71	113	88	31	61	1	
Should Be Cared For At Home	67	140	232	130	30	12	1	
	29	126	146	73	18	10	3	
Can Be Self-Supporting	32	111	220	199	35	15	0	
	14	99	186	86	11	5	4	
Cannot Ever Learn To Do Anything For Themselves	6	35	161	361	36	13	0	
	10	13	74	276	27	5	0	

Less than High School (LHS) N = 612
More than High School (MHS) N = 405

MISCELLANEOUS STATEMENTS ABOUT THE MENTALLY RETARDED

Agreement on various statements about the mentally retarded was effected by the level of respondents education. Significant differences were found on the statements:

> Mental retardates never know they differ from other people (.01)
>
> A retarded youth should not expect to participate in teenage community activities (.01)
>
> You can always tell a retardate by his looks/appearance (.01)
>
> I would not want my child to attend a school that also has classes for retarded children (.01) (Table E-11)

RATING THE MENTALLY RETARDED ON ABILITY TO PERFORM VARIOUS FUNCTIONS

In grouping the mentally retarded on ability to perform various functions, the level of respondents' education was a factor in rating the mentally retarded on several roles. Significant differences were found in grouping the proportion of mental retardates that can:

> Learn to read and write (.05)
>
> Learn to use public transportation (.01)
>
> Learn to do simple sewing (.05)
>
> Learn to drive a car (.01)
>
> Learn to have a regular job (.01)

More education reflected greater optimism and/or positive attitudes towards the abilities/potential of mental retardates (Table E-12)

"CURES" FOR MENTAL RETARDATION

The level of respondents' education was not a significant factor in answering the question, "Can mental retardation be cured?" (Table 13)

TABLE E-11

AGREEMENT UPON MISCELLANEOUS STATEMENTS REGARDING THE MENTALLY RETARDED

	Agree Strongly	Agree	Disagree	Disagree Strongly	Don't know	Not Answered	
MR Never Know They Differ From Other People	53	232	245	57	24	0	=LHS
	17	96	230	46	15	1	=MHS
MR Children Have A Right to Public Education	192	331	64	17	5	3	
	144	210	36	11	3	1	
A MR Adult Living In Neighborhood Would Tend To Lower Property Values	11	54	302	223	21	2	
	3	31	201	164	5	1	
Programs for MR Are Too Expensive In Relation to What the MR Gains From Them	16	91	282	164	59	0	
	10	35	191	140	29	0	
A MR Youth Should Not Expect to Participate in Teenage Community Activities	14	153	313	100	31	1	
	2	80	244	64	14	1	
You Can Usually Tell A MR By His Looks/ Appearance	75	195	190	39	13	0	
	21	155	174	50	5	0	
Most Parents of MR Can Have Other Normal Children	235	334	21	5	15	2	
	155	225	10	5	9	1	
Parents Should Allow Normal Child To Play With MR Child	135	372	76	6	20	3	
	87	279	31	1	7	0	
I would Not Want My Child To Attend A School That Also Has Classes for MR Child	11	76	337	177	9	2	
	4	18	218	163	2	0	
Most People Feel Uncomfortable In The Presence of MR Person	41	292	210	46	20	3	
	21	233	124	18	9	0	

Less than High School (LHS) N = 612
More than High School (MHS) N = 405

TABLE E-12

GROUPING THE MENTALLY RETARDED ON VARIOUS ROLES/ABILITIES

hat Proportion f Mental Retar- ates Can:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Learn To Read	100	183	231	86	3	8	1	=LHS
and Write	52	165	146	34	1	9	0	=MHS
Learn To Add	59	152	237	144	8	11	1	
and Subtract	30	152	164	53	1	5	0	
Learn To Feed	205	271	109	22	1	2	2	
Themselves	155	205	39	4	0	2	0	
Learn To Dress	173	277	122	32	1	6	1	
Themselves	138	209	50	7	0	1	0	
Learn To Use	58	131	219	163	26	13	2	
Public Trans.	48	141	164	42	5	5	0	
Learn To Do	62	148	244	131	16	7	4	
Simple Sewing	46	152	165	32	5	3	2	
Learn To Drive	11	35	141	220	183	21	1	
A Car	13	29	155	139	56	12	1	
Learn To Dance	85	165	192	134	19	15	2	
	63	144	137	50	6	5	0	
Have A Regu-	28	103	263	160	42	12	4	
lar Job	31	115	170	70	10	9	0	

Less than High School (LHS) N = 612
More than High School (MHS) N = 405

TABLE E-13

CAN MENTAL RETARDATION BE CURED ?

Yes	No	Not Answered	
72	533	7	= LHS
65	338	2	= MHS

Less than High School (LHS) N = 612
More than High School (MHS) N = 405

SEMANTIC DIFFERENTIAL

Figure E-1 graphically presents the mean polarity responses by the education variable on word pairs in the semantic differential. Analysis by the total spread of the education variable indicates that virtually all groupings ranked the mentally retarded significantly lower (.01) than they ranked the normal person. The only exceptions were manifested by respondents with 0-4 years of education on the following:

cruel - kind (.05)

dishonest - honest (.05)

immormal - moral (.05)

...and by respondents who had completed college on the following:

cruel - kind (NS)

dishonest - honest (NS)

tense - relaxed (.05)

unhappy - happy (.05)

(Practical considerations prevented analysis of the scores by the education variable).

Responses indicating whether the subject was thinking about a child or adult when answering the "normal" semantic differential were significant at the .05 level. No significant differences in responses were evidenced when the same question was applied for mental retardation.

The level of respondent education did not significantly effect answers indicating whether subjects were thinking of a male or female on either of the semantic differentials. (Tables E-14, E-14a, E-15, E-15a)

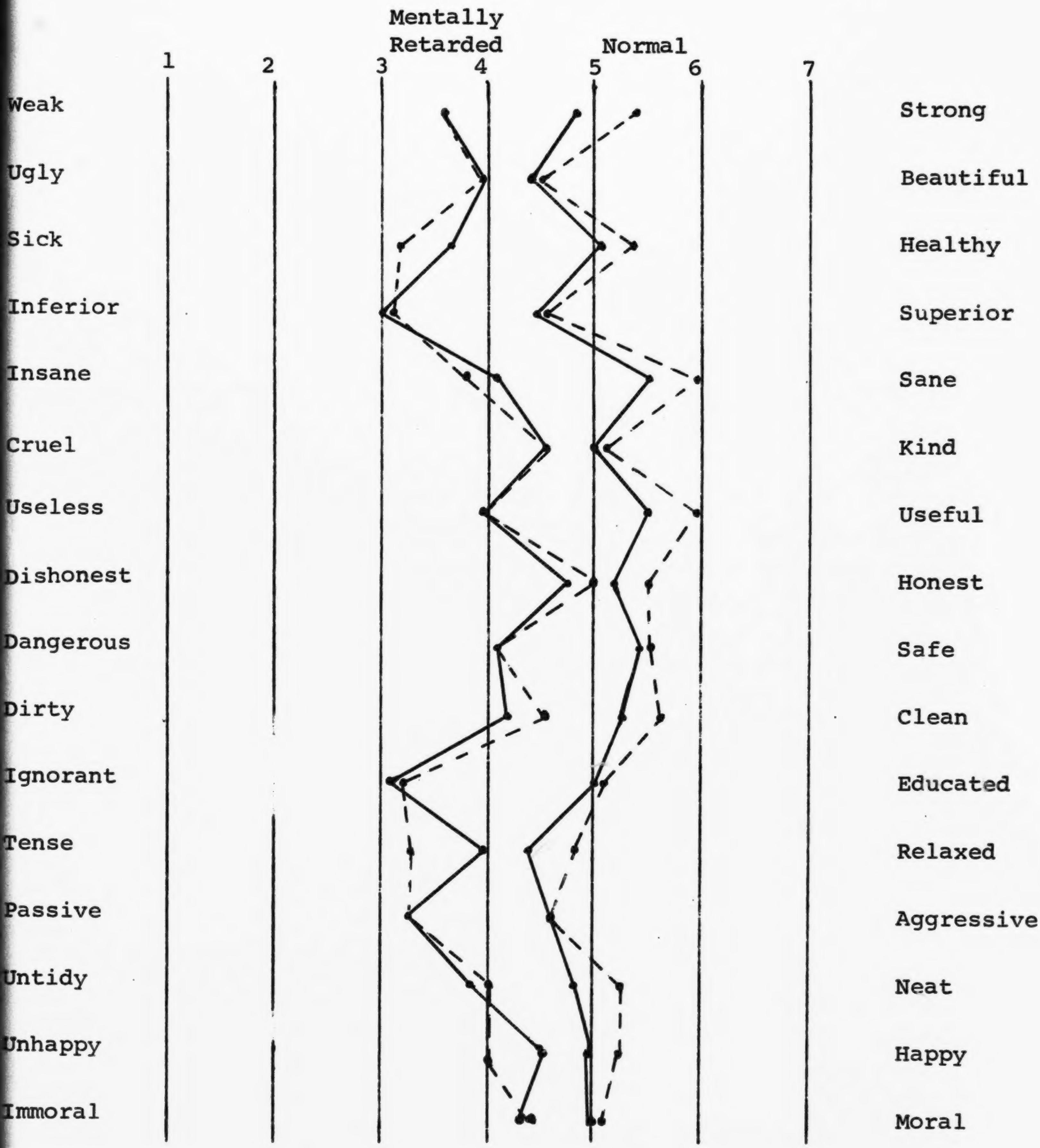
TABLE E-14

SEMANTIC DIFFERENTIAL
NORMAL PERSON

Respondent was thinking about:	Child	Adult	Both	No One In Part-icular	Don't Know	Not Answered	
	45	335	87	132	0	13	= LHS
	11	291	35	65	0	3	= MHS

Less than High School (LHS) N = 612
More than High School (MHS) N = 405

Semantic Differential
Variable: Education



*See narrative section
for statistical analysis

Key
——— Less than High School
------ More than High School

Figure E-1

TABLE E-14a

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Not Answered	
	116	48	250	184	0	14	= LHS
	86	16	151	147	2	3	= MHS

Less than High School (LHS) N = 612
More than High School (MHS) N = 405

TABLE E-15

SEMANTIC DIFFERENTIAL
MENTALLY RETARDED

Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Not Answered	
	224	140	122	106	2	18	= LHS
	157	124	59	61	1	3	= MHS

Less than High School (LHS) N = 612
More than High School (MHS) N = 405

TABLE E-15a

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Not Answered	
	122	58	254	157	2	19	= LHS
	99	31	142	129	1	3	= MHS

Less than High School (LHS) N = 612
More than High School (MHS) N = 405

RESPONDENTS' ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

Significant (.05) was found when the variable of education was applied to answers indicating whether the subjects felt that they knew a mentally retarded person. More education elicited a greater number of affirmative responses (Table E-16).

TABLE E-16

RESPONDENTS' ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

Respondent knows a mentally retarded person:	Yes	No	Not Answered
	481	128	3 = LHS
	353	52	0 = MHS

Less than High School (LHS) N = 612
More than High School (MHS) N = 405

VARIABLE: OCCUPATION

SAMPLE DISTRIBUTION

The sample distribution for the variable "occupation" is indicated in Table O-1. Statistical analysis was applied to this spread. For practical considerations, tabular presentation was restricted to the polarities indicated in Table O-1a.

TABLE O-1

VARIABLE: OCCUPATION OF RESPONDENTS***

Professional	Farmers and farm managers	Managers except farm	Clerical & kindred workers	Sales workers	Craftsmen	Operatives	Service workers	Laborers	Not established	
187	46	131	259	69	181	194	185	49	130	N=1431

* Based upon having worked in the stated capacity for one year or more

** Eighty-Four (84) respondents who never heard of mental retardation were deleted. See Table 18.

TABLE O-1a

VARIABLE: OCCUPATION POLARITIES***

Professional	Service and Laborers
N = 187	N = 234

*** By using occupation polarities, 1010 respondents are omitted in tabular presentations.

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Answers indicating whether respondents had heard or read about mental retardation in the past few months differed significantly (.01) when analyzed by the occupation variable. Application of the same variable to responses identifying sources of information about mental retardation also disclosed significance (.01) (Tables O-2,O-2a)

TABLE O-2

HAS RESPONDENT HEARD/READ ABOUT MENTAL RETARDATION IN LAST FEW MONTHS?

Yes	No	
157	30	= P
154	80	= SL

Professional (P) N = 187
Service & Labor (SL) N = 234

TABLE O-2a

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Newspaper	Magazine	Books	Radio	Television	Movies	Lectures/Talks	Family/Friends	Conversation	
100	99	25	42	97	10	23	38	50	= P
79	43	12	32	111	8	4	21	34	= SL

Professional (P) N = 484*
Service & Labor (SL) N = 344*

*Includes multiple responses

TABLE O-2b

HAS RESPONDENT EVER HEARD OF MENTAL RETARDATION?

Yes	No	
30	0	= P
80	0	= SL

Professional (P) N = 30
Service & Labor (SL) N = 80

INCIDENCE OF MENTAL RETARDATION

No significant differences were evidenced when estimates of incidence for mental retardation were analyzed by the occupation variable. (Table O-3). (Since the focus of this study is upon mental retardation, other disability areas are not analyzed in this report).

TABLE O-3

RESPONDENT ESTIMATE FOR INCIDENCE OF VARIOUS DISABILITIES

(PER 1000 POPULATION)

	Zero (0)	One (1)	Two-Four (2-4)	Five-Nine (5-9)	Ten-Twenty Four (10-24)	Twenty Five - Forty Nine (25-49)	Fifty-Ninety Nine (50-99)	One Hundred - Two Hundred Ninety Nine (100-299)	Three Hundred & Over (300+)	Don't Know	
Mental	0	20	9	34	75	21	8	11	4	5	=P
Retardation	1	26	13	33	88	29	10	18	9	7	=SL
Blindness	0	48	26	47	31	13	3	10	0	9	
	1	33	25	63	52	22	10	14	6	8	
Cerebral	1	56	27	38	27	13	8	2	0	15	
Palsy	0	35	30	54	49	17	11	14	7	17	
Paralytic	3	71	30	30	18	11	7	2	0	15	
Polio	4	51	31	42	53	16	10	8	4	15	
Rheumatic	2	34	26	39	40	19	7	8	2	10	
Heart Disease	0	18	20	46	72	24	16	18	8	12	

Professional (P) N = 187
Service and Laborer (SL) N = 234

CAUSES OF MENTAL RETARDATION

When the occupation variable was applied to analysis of responses identifying causes of mental retardation, no significant differences were found. (Table O-4).

TABLE O-4

CAUSES OF MENTAL RETARDATION

(IDENTIFIED BY RESPONDENTS)

Heredity	Birth Injury	Disease/ Illness	Accident/ Trauma	Pre-Natal Factors	
72	105	34	32	60	= P
50	85	36	40	69	= SL

Professional (P) N = 303
Service and Laborer (SL) N = 280

PREVENTION OF MENTAL RETARDATION

Significant differences (.01) in answers to the question "Can mental retardation be prevented?" were displayed when this query was analyzed by the occupation of respondents. Identification of means by which mental retardation could be prevented, however, showed no significant differences when assessed by the same variable. (Tables O-5, O-5a).

TABLE O-5

CAN MENTAL RETARDATION BE PREVENTED?

Yes	No	No Response	
116	71	0	= P
96	136	2	= SL

Professional (P) N = 187
Service and Laborers (SL) N = 234

TABLE O-5a

HOW TO PREVENT MENTAL RETARDATION
(BASED UPON 212 "YES" ANSWERS

Pre-Natal Care of Mother	Better Obstetrics	Sterilize Unfit Parents	Better Diet/Nutrition	Research	Vague Responses Re Parental Habits	Religion	P.K.U. Test	Other/Don't Know	
48	26	7	6	12	4	1	10	21	= P
44	8	0	3	6	6	0	5	28	= SL

Professional (P) N = 135
Service and Laborers (SL) N = 100

"SOCIAL WORTH" OF MENTAL RETARDATION

Respondents' occupation was a significant factor (.01) in grouping the proportion of mentally retarded persons who would make good friends. (Table O-6)

TABLE O-6

PERCEIVED SOCIAL WORTH OF THE MENTALLY RETARDED

What proportion of Mental Retardates Would Make Good:	Almost All	Most	Some	Only A Few	None	Don't Know	Not Answered	
Employees	20	48	87	27	2	2	1	= P
	20	51	92	63	6	1	1	= SL
Neighbors	28	67	72	15	1	2	2	
	44	69	70	42	4	4	1	
Friends	25	53	73	30	3	0	3	
	52	61	64	47	4	4	2	
Citizens	39	66	65	11	3	1	2	
	46	76	70	30	5	5	2	
Parents	5	12	66	64	31	6	3	
	13	19	51	73	61	16	1	
Husbands/	5	19	71	59	21	9	3	
Wives	10	29	74	60	46	14	1	

Professional (P) N = 187
Service and Laborers (SL) N = 234

PARTICIPATION IN VARIOUS ROLES/ACTIVITIES/FUNCTIONS

Answers reflecting significant differences in attitudes about whether mental retardates should vote (.05) and whether mental retardates should marry (.01) were displayed when these questions were analyzed by the occupation of respondents. (Table O-7)

RANKING SERVICES FOR THE MENTALLY RETARDED

Analysis by the occupation variable showed a significant difference (.05) in responses identifying the most important service for the mentally retarded. (Table O-8)

TABLE O-7

RESPONDENTS ATTITUDE TOWARDS VARIOUS ROLES / ACTIVITIES / FUNCTIONS FOR THE MENTALLY RETARDED

Should mental retardates:	Yes	No	Don't Know	No Answer
Go Downtown Alone	71	98	14	1 = P
	61	161	12	0
Get Medical Care At	155	26	5	1
Regular Hospitals	187	41	5	1
Use Public Beaches	150	31	5	1
and/or Playgrounds	168	58	7	1
Drink Liquor	22	153	10	2
	14	211	9	0
Drive A Car	31	141	14	1
	29	190	14	1
Vote	80	87	18	2
	98	112	24	0
Marry	61	103	20	3
Have A Family	44	124	18	2
(Children)	63	147	23	1

Professional (P) N = 187
Service and Laborers (SL) N = 234

TABLE O-8

RATING OF MOST IMPORTANT SERVICES FOR THE MENTALLY RETARDED

	Special Classes / Education	Research (Study Causes)	Foster Homes	Counseling for Parents of Retardates	Institutions	Centers Where Retardates Can Learn Jobs	Day Care Centers	Not Answered
Most Important	76	60	3	27	10	7	1	3 = P
	93	46	12	23	18	37	2	3 = SL
Second Most	53	46	3	44	2	32	6	1
Important	60	61	14	38	13	40	5	3
Third Most	26	39	8	35	8	58	11	2
Important	26	41	19	41	20	69	13	5

Professional (P) N = 187
Service and Laborers (SL) N = 234

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

Occupation was a significant factor (.01) in answers relating to whether the subjects were familiar with groups/associations working to help the mentally retarded. The same variable, however, displayed no significance when applied to the question of the respondents' participation in a program/drive to help the mentally retarded (Tables O-9, O-9a).

TABLE O-9

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

Has respondent heard of such organizations?	Yes	No	
	145	42	= P
	121	113	= SL

Professional (P) N = 187
Service and Laborers (SL) N = 234

TABLE O-9a

PARTICIPATION IN A PROGRAM OR DRIVE TO HELP THE MENTALLY RETARDED

(BASED UPON 266 "YES" ANSWERS)

Has respondent participated in such activity?	Yes	No	
	77	68	= P
	53	78	= SL

Professional (P) N = 145
Service and Laborer (SL) N = 234

GROUPING THE MENTALLY RETARDED

In grouping the mentally retarded on various statements, analysis by the occupation variable produced significant differences (.01) in responses related to the proportion of mental retardates who look differently. (Table O-10)

TABLE O-10

GROUPING OF THE MENTALLY RETARDED ON VARIOUS STATEMENTS

What proportion of Mental Retardates:	Almost All	Most	Some	Few	None	Don't know	Not Answered
Look Differently	21	37	66	55	7	1	0
	54	49	69	54	6	2	0
Are Mentally Ill or Insane	2	9	44	92	25	14	1
	14	24	67	105	10	14	0
Can Live "Normal" Lives	18	68	74	20	2	4	1
	27	72	75	55	3	2	0
Should Be In Institutions	6	7	69	91	6	7	1
	12	28	90	93	8	3	0
Had Mentally Retarded Parents	1	11	57	85	9	24	0
	2	5	61	115	21	28	2
Can Have Normal Children	21	39	48	37	13	33	1
	14	28	71	63	29	24	0
Should Be Cared For At Home	15	56	66	36	5	7	2
	25	57	73	60	15	4	0
Can Be Self-Supporting	8	49	79	44	2	4	1
	16	43	78	75	19	3	0
Cannot Ever Learn To Do Anything For Themselves	4	3	40	125	12	3	0
	5	8	56	138	22	5	0

Professional (P) N = 187
Service and Laborers (SL) N = 234

MISCELLANEOUS STATEMENTS ABOUT THE MENTALLY RETARDED

Responses showing the rate of agreement to the statement "You can usually tell a mentally retarded person by his looks/appearance" differed significantly (.01) when analyzed by the occupation variable. (Table O-11)

TABLE O-11

AGREEMENT UPON MISCELLANEOUS STATEMENTS REGARDING THE MENTALLY RETARDED

	Agree Strongly	Agree	Disagree	Disagree Strongly	Don't know	Not Answered	
MR Never Know They Differ From Other People	4	43	105	27	7	1	= P
	21	91	81	25	8	0	= SL
MR Children Have A Right to Public Education	76	93	11	5	2	0	
	75	119	26	11	3	0	
A MR Adult Living In Neighborhood Would Tend To Lower Property Values	2	19	85	79	2	0	
	4	19	100	102	8	1	
Programs for MR Are Too Expensive In Relation to What the MR Gains From Them	4	13	89	65	16	0	
	7	35	99	71	22	0	
A MR Youth Should Not Expect to Participate in Teenage Community Activities	0	41	103	37	6	0	
	5	45	121	51	12	0	
You Can Usually Tell A MR By His Looks/Appearance	8	69	84	22	4	0	
	36	97	78	22	1	0	
Most Parents of MR Can Have Other Normal Children	72	108	5	1	1	0	
	102	117	8	1	6	0	
Parents Should Allow Normal Child To Play With MR Child	41	130	13	0	3	0	
	69	125	31	2	7	0	
I Would Not Want My Child to Attend A School That Also Has Classes for MR Child	1	10	87	89	0	0	
	7	16	124	85	2	0	
Most people Feel Uncomfortable in the Presence of MR Person	15	94	62	9	7	0	
	15	113	76	21	9	0	

Professional (P) N = 187
Service and Laborers (SL) N = 234

TABLE O-12

GROUPING THE MENTALLY RETARDED ON VARIOUS ROLES/ABILITIES

hat Proportion f Mental Re- ardates Can:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Learn To Read and Write	23	70	74	16	0	4	0	=P
	40	70	83	35	2	4	0	=SL
Learn To Add and Subtract	16	61	85	21	0	4	0	
	28	55	87	57	3	4	0	
Learn To Feed Themselves	72	95	18	1	0	1	0	
	82	95	44	11	1	1	0	
Learn To Dress Themselves	63	94	25	4	0	1	0	
	73	94	57	9	1	0	0	
Learn To Use Public Trans.	19	68	80	17	1	2	0	
	27	50	87	60	7	3	0	
Learn To Do Simple Sewing	23	67	79	16	0	1	1	
	25	55	93	51	7	3	0	
Learn To Drive A Car	5	15	72	61	28	6	0	
	3	15	66	78	64	8	0	
Learn To Dance	29	72	62	23	0	1	0	
	31	65	78	50	7	3	0	
Have A Regular Job	15	55	78	30	2	7	0	
	15	41	86	70	17	4	1	

Professional (P) N = 187
Service and Laborers (SL) N = 234

RATING THE MENTALLY RETARDED ON ABILITY TO PERFORM VARIOUS FUNCTIONS

The occupation of respondents was a significant factor in grouping the proportion of mental retardates who could:

Learn to use public transportation (.05)

Have a regular job (.05)

(Table O-12)

"CURES" FOR MENTAL RETARDATION

No significant differences in answers were displayed when the question "Can mental retardation be cured?" was analyzed by the occupation variable (Table O-13)

TABLE O-13

CAN MENTAL RETARDATION BE CURED?

Yes	No	Not Answered
33	154	0 = P
30	201	3 = SL

Professional (P) N = 187
Service and Laborers (SL) N = 234

SEMANTIC DIFFERENTIAL

Figure O-1 graphically presents the mean polarity responses by the occupation variable on word pairs in the semantic differential. Analysis by the total spread of the occupation variable indicates that virtually all groupings ranked the mentally retarded significantly lower (.01) than they ranked the normal person. The only exceptions were manifested by farmers and farm managers on the following:

tense-relaxed (NS)

.....by sales workers on the following:

ugly-beautiful (.05)

cruel-kind (NS)

immoral-moral (NS)

.....and by Laborers on the following:

ugly-beautiful (.05)

cruel-kind (.05)

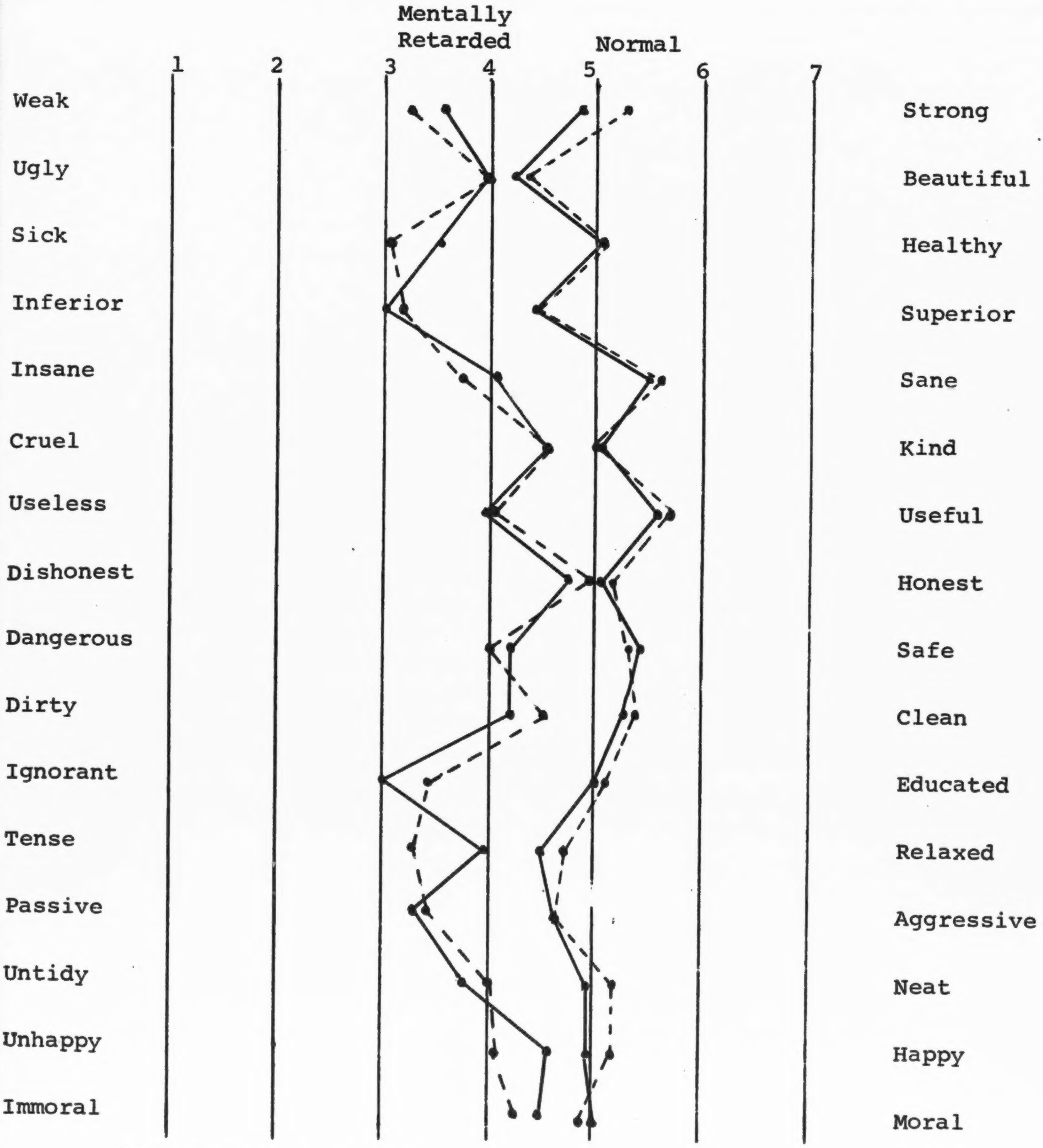
dishonest-honest (NS)

immoral-moral (.05)

(Practical considerations prevented analysis of the scores by the occupation variable).

Relevant to the "normal" semantic differential, responses differed significantly (.01) in indicating whether the subject was thinking about a child or adult when this area was investigated by the variable of occupation. No significant differences in responses were evidenced when the same question was applied for mental retardation.

Semantic Differential
Variable: Occupation*



*See narrative section
for statistical analysis

Key
________Professional
---------Service Workers,
Laborers

Figure O -1

The occupation variable was not a significant factor in responses indicating whether the subjects were thinking of a male or female on either of the semantic differentials. (Tables O-14, O-14a, O-15, O-15a)

TABLE O-14

SEMANTIC DIFFERENTIAL
NORMAL

Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Not Answered
	5	133	20	28	0	1 = P
	27	116	39	50	0	2 = SL

Professional (P) N = 187
Service and Laborers (SL) N = 234

TABLE O-14a

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Not Answered
	41	7	74	63	1	1 = P
	40	22	100	70	0	2 = SL

Professional (P) N = 187
Service and Laborers (SL) N = 234

TABLE O-15

SEMANTIC DIFFERENTIAL
RETARDED

Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Not Answered
	64	58	33	28	1.	3 = P
	84	53	42	51	0	4 = SL

Professional (P) N = 187
Service and Laborers (SL) N = 234

TABLE O-15a

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Not Answered
	40	14	74	55	1	3 = P
	4	41	25	107	57	0 = SL

Professional (P) N = 187
Service and Laborers (SL) N = 234

RESPONDENTS ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

Significance (.05) was found when the variable of occupation was applied to answers indicating whether the subjects felt that they knew a mentally retarded person.

TABLE O-16

RESPONDENTS' ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

Respondent knows a mentally retarded person:

Yes	No	Not Answered	
167	20	0	= P
182	51	1	= SL

Professional (P) N = 187

Service and Laborers (SL) N = 234

VARIABLE: INCOME

SAMPLE DISTRIBUTION

The sample distribution for the variable income is indicated in Table I-1. Statistical analysis was applied to this spread. For practical considerations, tabular presentation was restricted to the polarities indicated in Table I-1a.

TABLE I-1

VARIABLE: TOTAL FAMILY INCOME*

Refused/ No Answer	$2999 and Under	$3000-3999	$4000-4999	$5000-5999	$6000-6999	$7000-7999	$8000-9999	$10,000-14,999	$15,000 or Over
36	234	98	127	142	138	135	198	220	103

N = 1431

*Eighty-four (84) respondents who never heard of mental retardation were deleted. See Table 18.

TABLE I-1a

VARIABLE: INCOME POLARITIES**

Respondents with income under $5000	Respondents with income over $10,000
N = 459	N = 323

**By using income polarities, 649 respondents are omitted in tabular presentations

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Income was a significant factor in effecting answers to the question of whether or not the subject had heard about mental retardation in the past few months (.01) as well as in responses indicating the source (s) of information (.01). Respondents with better income generally identified printed media and personal and/or oral communication to a greater extent than did their counterparts with lower income. Radio and television were identified most frequently by subjects in the lower income brackets. (Tables I-2, I-2a).

TABLE I-2

HAS RESPONDENT HEARD/READ ABOUT MENTAL RETARDATION IN LAST FEW MONTHS?

Yes	No	
311	148	= U
251	72	= O

Income under (U)$5000 N = 459
Income over (O)$10,000N = 323

TABLE I-2a

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Newspaper	Magazine	Books	Radio	Tele-vision	Movies	Lectures/ Talks	Family/ Friends	Conver-sation	
141	101	23	111	228	15	8	49	60	= U
153	130	19	59	154	16	26	63	96	= O

Income under (U) $5000 N = 691*
Income over (O) $10000 N = 662*

*Includes multiple responses

TABLE I-2b

HAS RESPONDENT EVER HEARD OF MENTAL RETARDATION?

Yes	No	
148	0	= U
72	0	= O

Income under (U) $5000 N = 148
Income over (O) $10000 N = 72

INCIDENCE OF MENTAL RETARDATION

Responses estimating the incidence of mental retardation disclosed no significant differences when analyzed by the income variable. (Table I-3) (Since the focus of this study is upon mental retardation, other disability areas are not discussed in this report)

TABLE I-3

RESPONDENT ESTIMATE FOR INCIDENCE OF VARIOUS DISABILITIES

(PER 1000 POPULATION)

	Zero (0)	One (1)	Two-Four (2-4)	Five-Nine (5-9)	Ten-Twenty Four (10-24)	Twenty Five - Forty Nine (25-49)	Fifty-Ninety Nine (50-99)	One Hundred-Two Hundred Ninety Nine (100-299)	Three Hundred & Over (300+)	Don't Know
Mental Retardation	1	47	26	91	165	47	27	26	19	10 = U
	0	51	17	81	102	28	16	20	1	7 = O
Blindness	0	59	55	124	104	44	12	25	13	23
	0	95	47	66	48	30	12	8	2	15
Cerebral Palsy	2	75	52	101	108	26	21	20	10	44
	2	89	60	71	31	26	12	5	0	27
Paralytic Polio	4	87	56	107	97	35	21	19	6	27
	4	113	54	58	34	20	17	0	0	23
Rheumatic Heart Disease	1	32	54	93	127	51	22	33	16	30
	2	49	41	72	73	38	18	9	2	19

Income under (U) $5000 N = 459
Income over (O) $10000 N = 323

CAUSES OF MENTAL RETARDATION

Significance at the .05 level was evidenced when responses identifying causes of mental retardation were analyzed by the level of the subjects income. (Table I-4).

PREVENTION OF MENTAL RETARDATION

Differences in responses significant at the .01 level were found to both (1) the question, "Can mental retardation be prevented?" and (2) identification of means by which mental retardation can be prevented. (Tables I-5, I-5a).

TABLE I-4

CAUSES OF MENTAL RETARDATION (IDENTIFIED BY RESPONDENTS)

Heredity	Birth Injury	Disease/ Illness	Accident/ Trauma	Pre-Natal Factor	
112	159	65	52	136	= U
106	150	75	58	97	= O

Income under (U) $5000 N = 524*
Income over (O) $10000 N = 486*

*Includes multiple responses

TABLE I-5

CAN MENTAL RETARDATION BE PREVENTED?

Yes	No	
188	271	= U
167	156	= O

Income under (U) $5000 N = 459
Income over (O) $10000 N = 323

TABLE I-5a

HOW TO PREVENT MENTAL RETARDATION (BASED UPON 355 "YES" ANSWERS)

Pre-Natal Care of Mother	Better Obstetrics	Sterilize unfit parents	Better Diet/ Nutrition	Research	Vague Responses Re: Parental Responses	Religion	P.K.U. Test	Other and/or Don't Know	
70	22	3	5	16	18	3	4	48	= U
63	20	10	6	7	5	0	21	46	= O

Income under (U) $5000 N = 189*
Income over (O) $10000 N = 178*

*Includes multiple responses

"SOCIAL WORTH" OF MENTAL RETARDATES

The level of income manifested by respondents had no significant impact upon the manner in which they grouped the mentally retarded on various social roles. (Table I-6).

TABLE I-6

PERCEIVED SOCIAL WORTH OF THE MENTALLY RETARDED

What proportion of mental retardates would make good:	Almost All	Most	Some	Only a Few	None	Don't Know	Not Answered
Employees	45	95	182	109	18	8	2 = U
	36	73	146	57	8	2	1 = O
Neighbors	83	143	140	72	7	11	3
	60	111	106	32	10	3	1
Friends	89	126	145	78	10	8	3
	57	86	113	53	10	2	2
Citizens	79	134	135	79	20	11	1
	71	106	101	32	9	3	1
Parents	19	34	96	153	132	23	2
	11	22	84	104	91	9	2
Husbands/ Wives	21	43	106	158	104	25	2
	11	33	106	94	64	14	1

Income under (U) $5000 N = 459
Income over (O) $10000 N = 323

PARTICIPATION IN VARIOUS ROLES/FUNCTIONS/ACTIVITIES

Responses indicating differences in attitudes were found when statements regarding certain roles/activities/functions for the mentally retarded were analyzed by the income of respondents. Significance was found in attitudes concerned with whether the mentally retarded should:

Drink liquor (.01)

Drive a car (.01)

Marry (.01)

Have a family (Children) (.01)

Higher income levels tended to reflect greater leniency or permissiveness in attitudes on the aforementioned statements (Table I-7).

TABLE I-7

RESPONDENTS' ATTITUDE TOWARDS VARIOUS ROLES/ ACTIVITIES/FUNCTIONS FOR THE MENTALLY RETARDED

Should Mental Retardates:	Yes	No	Don't Know	No Answer
Go Downtown Alone	121	306	32	0 = U
	110	197	16	0 = O
Get Medical Care At Regular Hospitals	385	63	10	1
	265	56	2	0
Use Public Beaches and/or Playgrounds	333	110	13	3
	250	61	12	0
Drink Liquor	14	430	14	1
	33	269	20	1
Drive a Car	42	393	24	0
	40	276	7	0
Vote	175	241	41	2
	122	181	19	1
Marry	141	285	31	2
	111	186	26	0
Have a Family (Children)	86	332	39	2
	67	232	24	0

Income under (U) $5000 N = 459
Income over (O) $10000 N = 323

RANKING SERVICES FOR THE MENTALLY RETARDED

No significant differences in ranking services for the mentally retarded were found when answers in this area were analyzed by the variable of income. (Table I-8)

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

The level of respondents' income significantly (.01) effected answers reflecting knowledge about groups working to help the mentally retarded. However, no significant differences were mirrored in responses indicating personal participation in programs or drives to help the mentally retarded. (Table I-9, I-9a)

TABLE I-8

RATING OF MOST IMPORTANT SERVICES FOR THE MENTALLY RETARDED

	Special Classes/ Education	Research (Study Causes)	Foster Homes	Counseling for Parents of Retardates	Institutions	Centers Where Retardates Can Learn Jobs	Day Care Centers	Not Answered
Most Important	185	105	18	46	19	69	7	10 = U
	138	102	1	27	15	33	3	4 = O
Second Most Important	126	89	32	75	25	91	12	9
	95	77	5	70	13	58	4	1
Third Most Important	48	80	40	87	36	121	35	12
	49	68	15	66	16	91	17	1

Income Under (U) $5000 N = 459
Income Over (O) $10000 N = 323

TABLE I-9

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

Has respondent heard of such organizations?	Yes	No
	238	221 = U
	222	101 = O

Income Under (U) $5000 N = 459
Income Over (O) $10000 N = 323

TABLE I-9a

Has respondent participated in such activity?	Yes	No
	92	146 = U
	104	118 = O

Income Under (U) $5000 N = 238
Income Over (O) $10000 N = 222

GROUPING THE MENTALLY RETARDED

When grouping the mentally retarded on a number of various statements, the level of respondent income apparently was a factor. Significant differences in grouping were found in the proportion of mentaly retardates who:

Are mentally ill or insane (.05)

Can live "normal" lives (.05)

Should be in institutions (.05)

Can have normal children (.01)

Can be self supporting (.01)

(Table I-10)

MISCELLANEOUS STATEMENTS ABOUT THE MENTALLY RETARDED

Respondents agreement upon miscellaneous statements about the mentally retarded differed significantly on the following statements when analyzed by the income variable:

Mental retardates never know they differ from other people (.05)

A retarded youth should not expect to participate in teenage community activities (.05)

You can usually tell a retardate by his looks/appearance (.01)

(Table I-11)

RATING THE MENTALLY RETARDED ON ABILITY TO PERFORM VARIOUS FUNCTIONS

When subjects indicated the proportion of mental retardates who could perform various roles or activities, significant differences were found in grouping those who could:

Learn to use public transportation (.01)

Learn to do simple sewing (.01)

Learn to drive a car (.01)

Learn to dance (.01)

Respondents in higher income brackets displayed a more positive outlook concerning the potential of mentally retarded persons in the aforementioned activities. (Table I-12)

"CURES" FOR MENTAL RETARDATION

No significant difference was evidenced in answers to the question "Can mental retardation be cured?" when analyzed by the variable of respondent income (Table I-13).

TABLE I-10

GROUPING OF THE MENTALLY RETARDED ON VARIOUS STATEMENTS

What proportion of Mental Retardates:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Look Differently	105	105	141	85	16	7	0	=U
	48	76	93	97	7	2	0	=O
Are Mentally Ill or Insane	22	45	43	190	19	39	1	
	10	12	80	158	43	20	0	
Can Live "Normal" Lives	53	140	156	91	5	13	1	
	27	119	128	38	6	4	1	
Should Be In Institutions	26	52	172	178	14	15	2	
	6	17	120	158	10	10	2	
Had Mentally Retarded Parents	7	17	114	223	36	61	1	
	4	15	85	153	29	37	0	
Can Have Normal Children	28	45	135	117	73	60	1	
	35	57	85	69	22	53	2	
Should Be Cared For at Home	52	100	168	103	24	12	0	
	31	105	116	46	16	8	1	
Can be Self-Supporting	26	75	167	144	33	12	2	
	18	73	134	84	8	6	0	
Cannot Ever Learn To Do Anything For Themselves	6	23	127	264	29	10	0	
	4	20	52	217	25	5	0	

Income Under (U) $5000 N = 459
Income Over (O) $10000 N = 323

TABLE I-11

AGREEMENT UPON MISCELLANEOUS STATEMENTS REGARDING THE MENTALLY RETARDED

	Agree Strongly	Agree	Disagree	Disagree Strongly	Don't know	Not Answered	
MR Never Know They Differ From Other People	38	171	199	37	14	0	=U
	15	85	173	41	8	1	=O
MR Children Have A Right to Public Education	141	244	53	12	7	2	
	114	175	28	4	2	0	
A MR Adult Living In Neighborhood Would Tend to Lower Property Values	9	52	214	167	17	0	
	2	24	163	128	4	2	
Programs for MR Are Too Expensive In Relation to What the MR Gains From Them	9	69	214	120	47	0	
	6	37	163	95	22	0	
A MR Youth Should Not Expect to Participate in Teenage Community Activities	10	113	240	66	29	1	
	3	68	189	54	9	0	
You Can Usually Tell A MR By His Looks/ Appearance	52	229	141	28	9	0	
	24	130	129	33	7	0	
Most Parents of MR Can Have Other Normal Children	167	255	13	7	15	2	
	126	181	8	3	5	0	
Parents Should Allow Normal Child To Play With MR Child	95	289	61	3	10	1	
	67	219	26	1	10	0	
I would Not Want My Child To Attend A School That Also Has Classes for MR Child	8	53	254	136	7	1	
	2	20	171	129	1	0	
Most People Feel Uncomfortable In The Presence of MR Person	22	210	176	33	16	2	
	33	168	102	12	8	0	

Income Under (U) $5000 N = 459
Income Over (O) $10000 N = 323

TABLE I-12

GROUPING THE MENTALLY RETARDED ON VARIOUS ROLES/ABILITIES

What Proportion of Mental Retardates Can:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Learn To Read and Write	81	151	161	58	1	6	1	=U
	40	124	126	28	0	5	0	=O
Learn To Add and Subtract	51	117	178	102	4	6	1	
	24	109	136	51	1	2	0	
Learn To Feed Themselves	161	204	74	16	1	1	2	
	113	170	31	8	0	1	0	
Learn To Dress Themselves	140	200	86	27	1	4	1	
	101	174	39	7	0	2	0	
Learn To Use Public Trans.	43	101	164	121	22	5	3	
	34	111	125	49	3	1	0	
Learn To Do Simple Sewing	48	114	189	89	15	2	2	
	36	126	118	39	1	3	0	
Learn To Drive A Car	7	21	120	164	131	15	1	
	9	28	104	115	57	10	0	
Learn To Dance	56	125	139	107	21	11	0	
	48	117	107	45	2	4	0	
Have A Regular Job	28	73	190	120	35	11	2	
	20	80	146	61	9	6	1	

Income Under (U) $5000 N = 459
Income Over (O) $10000 N = 323

TABLE I-13

CAN MENTAL RETARDATION BE CURED?

Yes	No	Not answered
61	391	7 = U
40	281	2 = O

Income Under (U) $5000 N = 459
Income Over (O) $10000 N = 323

SEMANTIC DIFFERENTIAL

Figure I-1 graphically presents the mean polarity responses by the income variable on word pairs in the semantic differential. Analysis by the total spread of the income variable indicates that all groups ranked the mentally retarded significantly lower (.01) than they ranked a normal person. (Practical consideration prevented analysis of these scores by the age variable).

When answering questions related to the "normal" semantic differential, significant differences in responses (.01) were evidenced in terms of whether the subject was thinking of a child or adult. No significant differences in responses were displayed when the same question was applied to the semantic differential for the mentally retarded.

Also, relative to both semantic differentials, the amount of respondents' income did not significantly effect answers indicating whether subjects were thinking of a male or female. (Table I-14, I-14a, I-15, I-15a)

TABLE I-14

SEMANTIC DIFFERENTIAL
NORMAL

Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Not Answered
	28	253	68	101	0	9 = U
	10	253	26	31	0	3 = O

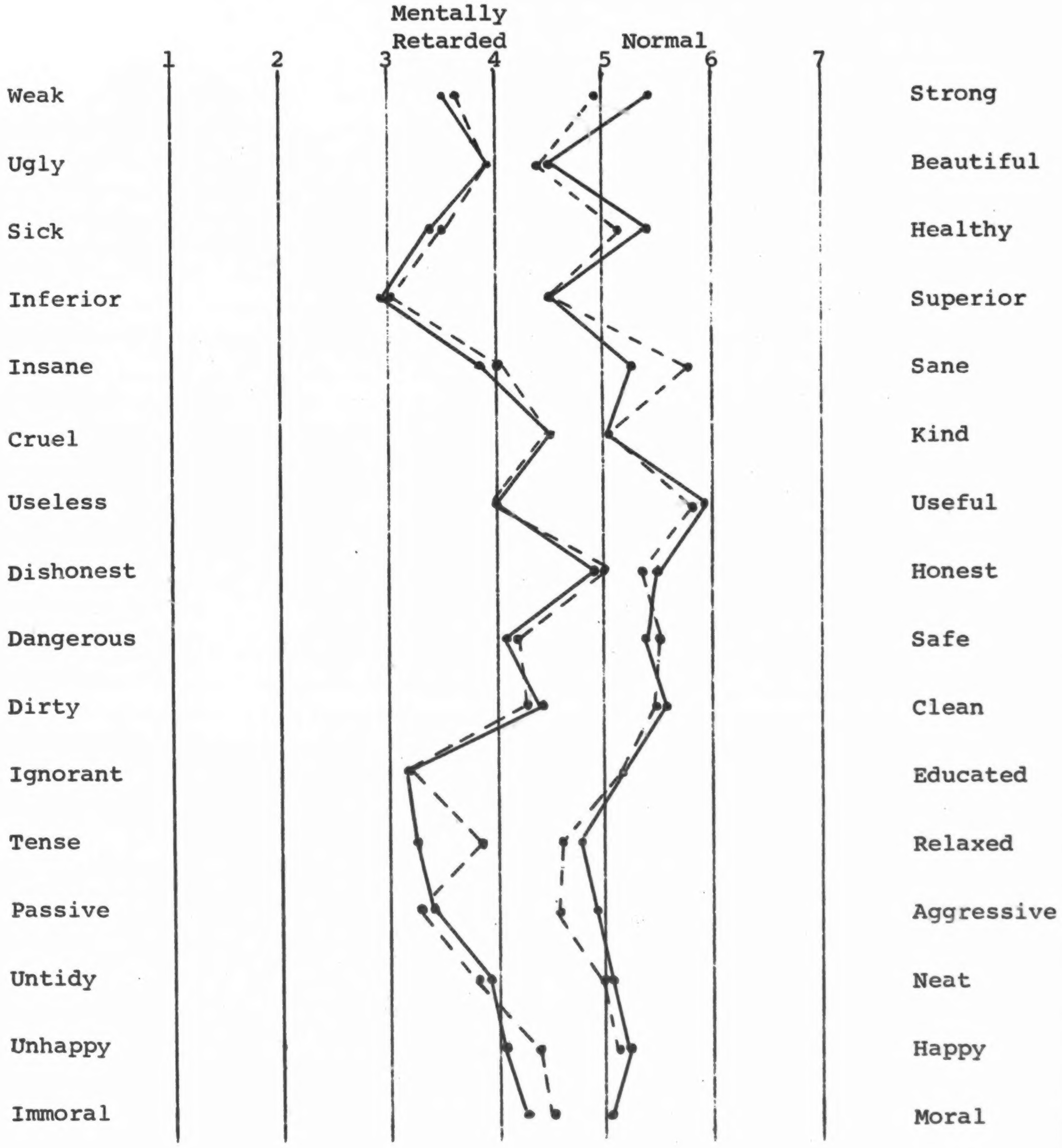
Income Under (U) $5000 N = 459
Income Over (O) $10000 N = 323

TABLE I-14a

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Not Answered
	86	35	189	138	0	11 = U
	74	16	131	95	3	4 = O

Income Under (U) $5000 N = 459
Income Over (O) $10000 N = 323

Semantic Differential
Variable: Income*



*See narrative section
for statistical analysis

Key
_______ $5,000 and under
------ $10,000 and over

Figure I-1

TABLE I-15

SEMANTIC DIFFERENTIAL

MENTALLY RETARDED PERSON

Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Not Answered
	161	116	95	77	0	10 = U
	128	108	44	40	0	3 = O

Income Under (U) $5000 N = 459
Income Over (O) $10000 N = 323

TABLE I-15a

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Not Answered
	90	53	198	107	0	11 = U
	84	21	116	98	1	3 = O

Income Under (U) $5000 N = 459
Income Over (O) $10000 N = 323

RESPONDENTS' ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

No significant differences in responses were found when the income varialbe was applied to analysis of the subjects' acquaintance with the mentally retarded person. (Table I-16)

TABLE I-16

RESPONDENTS' ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

Respondent knows a mentally retarded person:	Yes	No
	377	80 = U
	267	56 = O

Income under (U) $5000 N = 459
Income over (O) $10000 N = 323

VARIABLE: RACE

SAMPLE DISTRIBUTION

The sample distribution for the variable "race" is indicated in Table R-1. Statistical analysis was applied to this spread. For practical considerations, tabular presentation was restricted to the races indicated in Table R-1a. In a realistic sense, the dichotomy of white and negro virtually represents the total population.

TABLE R-1

VARIABLE: RACE OF RESPONDENTS*

White	Negro	Oriental	Other/Not Answered
1247	173	3	8

N = 1431

*Eighty-four (84) respondents who never heard of mental retardation were deleted. See Table 18.

TABLE R-1a

TABULAR PRESENTATION BY RACE**

White	Negro
N = 1247	N = 173

**Using the two largest groupings by race, 11 respondents are omitted in tabular presentations.

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Respondes indicating whether or not subjects had heard about mental retardation in the past few months differed significantly (.01) when analyzed by the race variable. No significant differences, however, were manifested when respondents indicated sources of their information about mental retardation (Tables R-2, R-2a).

TABLE R-2

HAS RESPONDENT HEARD/READ ABOUT MENTAL RETARDATION IN LAST FEW MONTHS?

Yes	No
930	317 = W
107	66 = N

White (W) N = 1247
Negro (N) N = 173

TABLE R-2a

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Newspaper	Magazine	Books	Radio	Television	Movies	Lectures/ Talks	Family/ Friends	Conver- sation and Other	
508	398	64	188	647	18	60	203	263	= W
37	23	10	22	80	8	5	10	17	= N

White (W) N = 2349*
Negro (N) N = 212*

* Includes multiple responses

TABLE R-2b

HAS RESPONDENT EVER HEARD OF MENTAL RETARDATION ?

Yes	No
317	0
66	0

White (W) N = 317
Negro (N) N = 66

INCIDENCE OF MENTAL RETARDATION

When the race variable was applied to estimates indicating the incidence of mental retardation, statistical significance in responses at the .01 level was manifested (Table R-3) (Since the focus of this study is upon mental retardation, other disability areas are not discussed in this report).

CAUSES OF MENTAL RETARDATION

There were no significant differences in responses identifying causes of mental retardation when this area was analyzed by the race variable. (Table R-4)

PREVENTION OF MENTAL RETARDATION

No significant differences were evidenced between the various races in responses to questions concerning the prevention of mental retardation and the identification of means by which mental retardation could be prevented. (Tables R-5, R-5a)

TABLE R-3

RESPONDENT ESTIMATE FOR INCIDENCE OF VARIOUS DISABILITIES (PER 1000 POPULATION)

	Zero (0)	One (1)	Two-Four (2-4)	Five-Nine (5-9)	Ten-Twenty Four (10-24)	Twenty Five - Forty Nine (25-49)	Fifty - Ninety Nine (50-99)	One Hundred - Two Hundred Ninety Nine (100 - 299)	Three Hundred & Over (300+)	Don't Know	
Mental	1	153	77	265	418	125	71	81	24	32	=W
Retardation	0	17	8	26	74	15	9	13	10	1	=N
Blindness	3	263	159	299	248	101	45	49	13	67	
	0	20	19	51	28	20	5	19	10	1	
Cerebral	5	258	187	277	224	82	54	34	8	118	
Palsy	2	27	18	40	39	18	3	15	7	6	
Paralytic	16	374	195	234	177	81	49	27	3	91	
Polio	0	34	19	37	33	17	9	9	9	6	
Rheumatic	6	154	157	272	293	126	64	75	13	87	
Heart Disease	0	14	14	33	49	22	12	13	14	2	

White (W) N = 1247
Negro (N) N = 173

TABLE R-4

CAUSES OF MENTAL RETARDATION (IDENTIFIED BY RESPONDENTS)

Heredity	Birth Injury	Disease/ Illness	Accident /Trauma	Prenatal Factors	
359	543	226	211	395	= W
47	57	23	14	52	= N

White (W) N = 1734*
Negro (N) N = 193*

* Includes multiple responses

TABLE R-5

CAN MENTAL RETARDATION BE PREVENTED?

Yes	No	No Response	
565	676	6	= W
71	96	6	= N

White (W) N = 1247
Negro (N) N = 173

TABLE R-5a

HOW TO PREVENT MENTAL RETARDATION (BASED UPON 636 "YES" ANSWERS)

Pre-Natal Care of Mother	Better Obstetrics	Sterilize Unfit Parents	Better Diet/ Nutrition	Research	Vague Responses Re: Parental Habits	Religion	P.K.U. Test	Other/Don't Know	
219	71	19	21	43	34	4	50	147	= W
29	6	0	2	6	6	0	0	29	= N

White (W) N = 608*
Negro (N) N = 78*

*Includes multiple responses

"SOCIAL WORTH" OF MENTAL RETARDATES

Differences in response significant at the .01 level were found when respondents grouped the number of mentally retarded persons who would make good employees (Table R-6)

PARTICIPATION IN VARIOUS ROLES/ACTIVITIES/FUNCTIONS/ROLES

The variable "race" effected responses indicating attitudes towards various roles, activities and functions for the mentally retarded. Significant differences were evidenced by answers to questions of whether the mentally retarded should:

Go downtown alone (.05)

Marry (.01)

Have a family (children) (.05)

Members of the white race were more willing (proportionately) to allow the mentally retarded to go downtown alone; however, negroes were proportionately more lenient in attitudes reflecting marriage and a family (children) for the mentally retarded. (Table R-7).

TABLE R-6

PERCEIVED SOCIAL WORTH OF THE MENTALLY RETARDED

What proportion of retardates would make good:	Almost All	Most	Some	Only a Few	None	Don't Know	Not Answered
Employees	121	289	568	232	25	10	2 = W
	18	27	62	47	12	6	1 = N
Neighbors	219	428	410	150	18	19	3
	30	45	51	30	6	10	1
Friends	227	366	418	180	25	26	5
	30	39	56	35	6	5	2
Citizens	274	399	367	153	29	21	4
	22	47	55	33	7	8	1
Parents	44	96	310	391	344	56	6
	7	9	43	61	39	12	2
Husbands/ Wives	49	123	371	377	256	66	5
	9	12	42	66	31	12	1

White (W) N = 1247
Negro (N) N = 173

RANKING SERVICES FOR THE MENTALLY RETARDED

No significant differences were found in ranking the most important services for the mentally retarded when answers in this area were analyzed by the race of the respondent (Table R-8)

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

The race of respondents was a significant factor (.05) in answers indicating whether the subject knew of any groups or organizations working for the mentally retarded with whites being more aware (proportionately) than negroes. There were no significant differences, however, in answers concerning the subject's participation in programs or drives to help the mentally retarded. (Tables R-9, R-9a).

TABLE R-7

RESPONDENTS ATTITUDE TOWARDS VARIOUS ROLES/ ACTIVITIES/FUNCTIONS FOR THE MENTALLY RETARDED

Should mental retardates:	Yes	No	Don't Know	No Answer	
Go Downtown Alone	413	745	85	4	= W
	33	130	10	0	= N
Get Medical Care At Regular Hospitals	1021	203	21	2	
	137	31	5	0	
Use Public Beaches and/or Playgrounds	951	259	37	5	
	120	47	5	1	
Drink Liquor	96	1101	47	3	
	6	157	10	0	
Drive A Car	168	1022	53	4	
	16	141	16	0	
Vote	493	660	88	6	
	82	74	17	0	
Marry	401	738	102	6	
	82	74	17	0	
Have A Family (Children)	245	895	103	4	
	51	100	22	0	

White (W) N = 1247
Negro (N) N = 173

GROUPING THE MENTALLY RETARDED

In grouping the mentally retarded on various statements, the variable "race" elicited significantly different responses about the proportion of mentally retardates that:

Are mentally ill or insane (.05)
Can live "normal" lives (.05)
Should be in institutions (.01)
Can have normal children (.05)
Should be cared for at home (.01)
Can be self supporting (.01)
Cannot learn to do anything for themselves (.01)

(Table R-10)

TABLE R-8

RATING OF MOST IMPORTANT SERVICES FOR THE MENTALLY RETARDED

	Special Classes/ Education	Research (Study Causes)	Foster Homes	Counseling for Parents of Retardates	Institutions	Centers Where Retardates Can Learn Jobs	Day Care Centers	Not Answered
Most Important	521	362	25	121	66	133	6	13 = W
	67	43	8	18	4	22	6	5 = N
Second Most Important	366	285	47	228	51	240	19	11
	49	41	14	25	9	25	5	5
Third Most Important	152	231	67	266	79	374	65	13
	17	24	20	23	18	55	10	6

White (W) N = 1247
Negro (N) N = 173

TABLE R-9

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

Has respondent heard of such organizations?	Yes	No
	762	485 = W
	84	89 = N

White (W) N = 1247
Negro (N) N = 173

TABLE R-9a

PARTICIPATION IN A PROGRAM OR DRIVE TO HELP THE MENTALLY RETARDED (BASED UPON 846 "YES" ANSWERS)

Has respondent participated in such activity?	Yes	No
	346	416 = W
	30	54 = N

White (W) N = 1247
Negro (N) N = 173

TABLE R-10

GROUPING OF THE MENTALLY RETARDED ON VARIOUS STATEMENTS

hat Proportion Mental Retardates:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Look Differently	228	285	393	285	49	12	0	=W
	30	34	56	43	8	2	0	=N
Are Mentally Ill or Insane	47	79	346	587	102	86	4	
	11	24	57	70	5	6	0	
Can Live "Normal" Lives	132	449	451	173	20	18	4	
	23	46	61	39	2	1	1	
Should Be In Institutions	34	93	463	575	41	36	5	
	16	23	65	59	6	4	0	
Had Mentally Retarded Parents	11	43	319	598	123	149	4	
	4	4	53	77	14	21	0	
Can Have Normal Children	110	202	333	280	128	189	5	
	11	20	55	52	21	14	0	
Should Be Cared For At Home	117	342	489	216	55	23	5	
	18	25	61	50	16	3	0	
Can Be Self-Supporting	63	275	517	320	48	20	4	
	5	21	61	64	18	4	0	
Cannot Ever Learn To Do Anything For Themselves	17	55	264	816	75	20	0	
	7	9	52	90	12	3	0	

White (W) N = 1247
Negro (N) N = 173

MISCELLANEOUS STATEMENTS ABOUT THE MENTALLY RETARDED

Respondents' agreement upon various statements about the mentally retarded were significantly effected by the variable "race" on the following:

> Mentally retarded children have a right to public education (.01)
>
> A mentally retarded adult living in the neighborhood would tend to lower property values (.01)
>
> Parents should allow their normal child to play with a retarded child (.01)
>
> I would not want my child to attend a school that also has classes for retarded children (.01)

Table R-11)

RATING THE MENTALLY RETARDED ON ABILITY TO PERFORM VARIOUS FUNCTIONS

The race variable was a significant factor in responses grouping the mentally retarded on their ability to perform various functions Statistical significance was evidenced in answers indicating the proportion of mental retardates that can:

> Learn to add and subtract (.01)
>
> Learn to feed themselves (.01)
>
> Learn to dress themselves (.01)
>
> Learn to use public transportation (.01)
>
> Learn to do simple sewing (.01)
>
> Have a regular job (.01)

(Table R-12)

"CURES" FOR MENTAL RETARDATION

Answers to the question "Can mental retardation be cured?" differed significantly (.01) when analyzed by the race variable. Responses indicated that, proportionately, whites gave a greater negative response than negroes. (Table R-13)

TABLE R-11

AGREEMENT UPON MISCELLANEOUS STATEMENTS REGARDING THE MENTALLY RETARDED

	Agree Strongly	Agree	Disagree	Disagree Strongly	Don't Know	Not Answered	
MR Never Know They Differ From Other People	73	387	607	133	46	1	=W
	18	60	70	19	6	0	=N
MR Children Have A Right To Public Education	407	682	121	22	11	4	
	42	87	29	14	1	0	
A MR Adult Living In Neighborhood Would Tend to Lower Property Values	12	92	629	489	23	2	
	4	19	79	61	10	0	
Programs For MR Are Too Expensive In Relation to What the MR Gains From Them	23	140	607	373	104	0	
	6	18	80	56	13	0	
A MR Youth Should Not Expect to Participate in Teenage Community Activities	16	264	701	201	63	2	
	4	36	95	32	6	0	
You Can Usually Tell A MR By His Looks/ Appearance	105	553	458	113	18	0	
	15	76	54	23	5	0	
Most Parents of MR Can Have Other Normal Children	487	688	27	11	32	2	
	52	96	6	3	8	8	
Parents Should Allow Normal Child To Play With MR Child	279	813	111	7	35	2	
	24	110	32	1	5	1	
I would Not Want My Child To Attend A School That Also Has Classes for MR Child	9	99	663	458	17	1	
	7	22	102	37	4	1	
Most People Feel Uncomfortable In The Presence of MR Person	83	655	419	59	29	2	
	8	87	59	8	3	8	

White (W) N = 1247
Negro (N) N = 173

TABLE R-12

GROUPING THE MENTALLY RETARDED ON VARIOUS ROLES/ABILITIES

What Proportion of Mental Retardates Can:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Learn To Read	192	466	446	121	4	18	0	=W
and Write	35	35	69	30	0	3	1	=N
Learn To Add	18	401	503	198	11	16	0	
and Subtract	26	25	69	48	1	3	1	
Learn To Feed	444	622	156	20	0	4	1	
Themselves	57	59	41	13	1	1	1	
Learn To Dress	406	68	187	29	0	7	0	
Themselves	42	57	51	19	1	2	1	
Learn To Use	135	370	488	208	28	16	2	
Public Trans.	13	23	60	64	8	4	1	
Learn To Do	140	401	511	170	10	12	3	
Simple Sewing	11	23	70	49	13	4	3	
Learn To Drive	28	88	387	442	267	34	1	
A Car	6	7	40	62	45	12	1	
Learn To Dance	178	394	424	203	26	21	1	
Have A Regu-	71	295	563	254	43	18	3	
lar Job	12	14	52	63	22	9	1	

White (W) N = 1247
Negro (N) N = 173

TABLE R-13

CAN MENTAL RETARDATION BE CURED?

Yes	No	Not Answered	
146	1088	13	= W
38	133	2	= N

White (W) N = 1247
Negro (N) N = 173

SEMANTIC DIFFERENTIAL

Figure R-1 grafically presents mean responses by whites and negroes on word pairs in the semantic differential. In all cases, analysis indicates that each race scored the mentally retarded significantly lower (.01) than they scored a normal person. (Practical considerations prevented analysis of these scores by the race variable)

Answers indicating whether the subject was thinking about a child or adult when answering the "normal" semantic differential were significant at the .05 level. No significant differences in responses were evidenced when the same question was applied for mental retardation. Also, relative to the Semantic Differential for both the normal and the mentally retarded, the race of the respondent did not significantly affect answers indicating whether the subject was thinking of a male or a female (Tables R-14, R-14a, R-15, R-15a)

TABLE R-14

SEMANTIC DIFFERENTIAL
NORMAL

Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Not Answered	
	56	838	133	201	2	17	= W
	13	80	30	47	0	3	= N

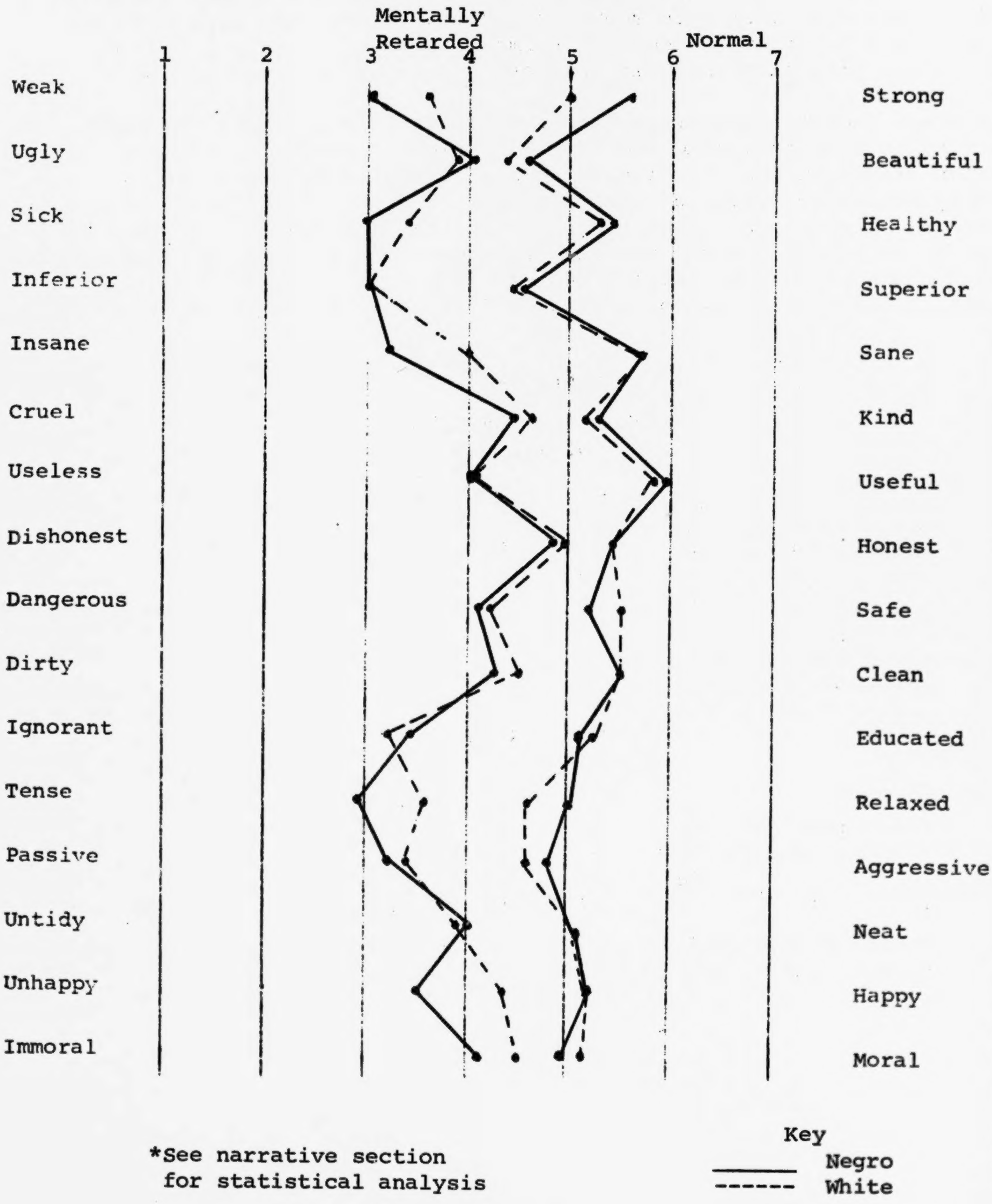
White (W) N = 1247
Negro (N) N = 173

TABLE R-14a

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Not Answered	
	261	68	492	402	4	20	= W
	31	17	57	66	0	2	= N

White (W) N = 1247
Negro (N) N = 173

Semantic Differential
Variable: Race*



*See narrative section
for statistical analysis

Figure R-1

TABLE R-15

SEMANTIC DIFFERENTIAL
RETARDED

Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Not Answered	
	484	351	195	188	4	25	= W
	48	43	44	34	0	4	= N

White (W) N = 1247
Negro (N) N = 173

TABLE 15a

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Not Answered	
	284	106	475	350	5	27	= W
	25	21	75	48	0	4	= N

White (W) N = 1247
Negro (N) N = 173

RESPONDENTS' ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

When the race variable was applied to answers indicating whether the subjects felt that they knew a mentally retarded person, significance (.01) was evidenced, with whites answering proportionately more affirmative. (Table R-16)

TABLE R-16

RESPONDENTS' ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

Respondent knows a mentally retarded person:	Yes	No	Not Answered	
	1037	708	2	= W
	124	47	2	= N

White (W) N = 1247
Negro (N) N = 173

VARIABLE: MARITAL STATUS

SAMPLE DISTRIBUTION

The sample distribution for the variable "marital status" is indicated in Table M-1. Statistical analysis was applied to this spread. For practical considerations, tabular presentation was restricted to the polarities indicated in Table M-1a.

TABLE M-1

VARIABLE: MARITAL STATUS OF RESPONDENTS*

Married	Widowed	Divorced /Separated	Single	
1146	126	57	102	N = 1431

*Eighty-Four respondents who never heard of mental retardation were deleted. See Table 18.

TABLE M-1a

VARIABLE: MARITAL POLARITIES**

Married	Single, Divorced, Separated
N = 1146	N = 159

**By using marital polarities, 126 respondents are omitted in tabular presentations.

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

When the variable "marital status" was applied to answers indicating whether respondents had heard about MR in the past few months, no significant differences were found. The same variable, however, ellicited differences at the .05 level in sources of information about mental retardation (Tables M-2, M-2a)

TABLE M-2

HAS RESPONDENT HEARD/READ ABOUT MENTAL RETARDATION IN LAST FEW MONTHS ?

Yes	No	
842	304	= M
117	42	= SSD

Married (M) N = 1146
Single, Separated/Divorced (SSD) N = 159

TABLE M-2a

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Newspaper	Magazine	Books	Radio	Television	Movies	Lectures/ Talks	Family/ Friends	Conversation /Other	
444	348	57	156	580	22	53	173	229	= M
60	45	14	39	118	4	8	25	35	= SSD

Married (M) N = 1146
Single, Separated/Divorced (SSD) N = 348

TABLE M-2b

HAS RESPONDENT EVER HEARD OF MENTAL RETARDATION?

Yes	No	
304	0	= M
42	0	= SSD

Married (M) N = 304
Single, Separated/Divorced (SSD) N = 42

INCIDENCE OF MENTAL RETARDATION

No significant differences in estimates for the incidence of mental retardation was found when responses were analyzed by the marital status of respondents. (Table M-3) (Since the focus of this study is upon mental retardation, other disability areas are not discussed in this report).

TABLE M-3

RESPONDENT ESTIMATE FOR INCIDENCE OF VARIOUS DISABILITIES (PER 1000 POPULATION)

	Zero (0)	One (1)	Two-Four (2-4)	Five-Nine (5-9)	Ten-Twenty Four (10-24)	Twenty Five - Forty Nine (25-49)	Fifty - Ninety Nine (50-99)	One Hundred - Two Hundred Ninety Nine (100-299)	Three Hundred & Over (300+)	Don't Know	
Mental Retardation	0	155	70	225	390	113	67	76	23	27	=M
	1	12	10	37	58	15	9	9	1	7	=SSD
Blindness	3	249	141	278	219	92	41	50	15	58	
	0	20	22	45	29	20	4	8	4	7	
Cerebral Palsy	7	246	164	267	199	76	48	35	9	95	
	0	27	27	26	35	14	3	7	3	17	
Paralytic Polio	16	351	178	212	151	83	44	23	6	82	
	0	38	24	29	33	9	7	6	3	10	
Rheumatic Heart Disease	6	149	144	238	285	111	61	66	19	67	
	0	12	19	41	27	21	11	11	3	14	

Married (M) N = 1146
Single, Separated/Divorced (SSD) N = 159

CAUSES OF MENTAL RETARDATION

Responses identifying causes of mental retardation disclosed no significant differences when analyzed by the marital status of respondents. (Table M-4).

PREVENTION OF MENTAL RETARDATION

Analysis by the marital status of respondents displayed no significant differences in answer to the question "Can mental retardation be prevented?" Identification of means by which mental retardation could be prevented displayed no significant differences in responses by the marital status of subjects. (Table M-5).

TABLE M-4

CAUSES OF MENTAL RETARDATION (IDENTIFIED BY RESPONDENTS)

Heredity	Birth Injury	Disease/ Illness	Accident/ Trauma	Pre-Natal Factors	
315	472	193	184	350	= M
64	93	37	30	49	= SSD

Married (M) N = 1514
Single, Separated/Divorced (SSD) N = 246

TABLE M-5

CAN MENTAL RETARDATION BE PREVENTED?

Yes	No	No Response
528	612	6 = M
69	89	1 = SSD

Married (M) N = 1146
Single, Separated/Divorced (SSD) N = 159

TABLE M-5a

HOW TO PREVENT MENTAL RETARDATION (BASED UPON 397 "YES" ANSWERS)

Pre-Natal Care of Mother	Better Obstetrics	Sterilize Unfit Parent	Better Diet/ Nutrition	Research	Vague Responses Re: Parental Habits	Religion	P.K.U. Test	Other and/or Don't Know	
196	63	15	20	37	23	2	45	82	= M
34	11	3	1	11	13	0	3	6	= SSD

Married (M) N = 483
Single, Separated/Divorced (SSD) N = 82

"SOCIAL WORTH" OF MENTAL RETARDATES

The marital status of respondents significantly (.05) effected answers indicating the number of mental retardates who would make good parents (Table M-6)

TABLE M-6

PERCEIVED SOCIAL WORTH OF THE MENTALLY RETARDED

What proportion of mental retardates would make good:	Almost All	Most	Some	Only a Few	None	Don't Know	Not Answered
Employees	108	265	504	224	29	14	2 = M
	21	37	70	26	5	0	0 = SSD
Neighbors	201	382	374	144	21	22	2
	32	57	49	15	2	4	0
Friends	212	328	376	172	27	25	6
	35	45	51	23	2	3	0
Citizens	245	356	341	146	29	25	4
	38	55	40	22	2	2	0
Parents	42	86	278	374	312	47	7
	10	11	49	47	33	9	0
Husbands/ Wives	49	111	336	362	230	54	4
	9	13	52	43	28	13	1

Married (M) N = 1146
Single, Separated/Divorced (SSD) N = 159

PARTICIPATION IN VARIOUS ROLES/ACTIVITIES/FUNCTIONS

Attitudes towards varous roles/activities/ functions for the mentally retarded were effected by the marital status of respondents. Significant differences were obtained in answers indicating whether the mentally retarded whould:

Drink liquor (.05)

Drive a car (.01)

Marry (.01)

Have a family (Children) (.01)

(Table M-7)

TABLE M-7

RESPONDENTS' ATTITUDE TOWARDS VARIOUS ROLES/ ACTIVITIES/FUNCTIONS FOR THE MENTALLY RETARDED

Should Mental Retardates:	Yes	No	Don't Know	No Answer	
Go Downtown Alone	371	700	71	4	= M
	50	95	14	0	= SSD
Get Medical Care At	921	200	23	2	
Regular Hospitals	137	21	1	0	
Use Public Beaches	878	234	31	3	
and/or Playgrounds	113	40	4	2	
Drink Liquor	80	1019	44	3	
	17	130	12	0	
Drive a Car	153	937	52	4	
	24	120	15	0	
Vote	453	605	83	5	
	74	68	16	1	
Marry	406	646	89	5	
	55	83	21	0	
Have a Family	246	807	90	3	
(Children)	37	97	25	0	

Married (M) N = 1146
Single, Separated/Divorced (SSD) N = 159

RANKING SERVICES FOR THE MENTALLY RETARDED

When ranking the second most important service for the mentally retarded, analysis by the marital status of subjects showed significant (.05) differences in responses. (Table M-8)

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

The marital status of respondents significantly (.05) effected their acquaintance with various groups/associations working to help the mentally retarded. No differences, however, were manifested in relation to respondent participation in drives and/or activities to help the mentally when explored by the same variable. (Tables M-9, M-9a)

TABLE M-8

RATING OF MOST IMPORTANT SERVICES FOR THE MENTALLY RETARDED

	Special Classes/ Education	Research (Study Causes)	Foster Homes	Counseling for Parents of Retardates	Institutions	Centers Where Retardates Can Learn Jobs	Day Care Centers	Not Answered	
Most Important	471	343	26	107	59	117	10	13	= M
	68	39	3	19	4	22	1	3	= SSD
Second Most Important	340	258	42	212	46	221	16	11	
	48	40	11	18	8	28	4	2	
Third Most Important	138	207	73	237	72	345	63	11	
	19	29	7	37	12	45	5	5	

Married (M) N = 1146
Single, Separated/Divorced (SSD) N = 159

TABLE M-9

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

Has respondent heard of such organizations?	Yes	No	
	687	459	= M
	100	59	= SSD

Married (M) N = 1146
Single, Separated/Divorced (SSD) N = 159

TABLE M-9a

Has respondent participated in such activity?	Yes	No	
	309	378	= M
	44	56	= SSD

Married (M) N = 687
Single, Separated/Divorced (SSD) N = 100

GROUPING THE MENTALLY RETARDED

Analysis by marital status of respondents indicated significant ifferences in grouping the mentally retarded on various statements. These differences were manifested by answers indicating he proportion of mental retardates who:

Look differently (.01)

Are mentally ill or insane (.05)

Should be in institutions (.05)

Can have normal children (.01)

Should be cared for at home (.05)

Can be self supporting (.01)

Cannot learn to do anything for themselves (.05)

(Table M-10)

ISCELLANEOUS STATEMENTS ABOUT THE MENTALLY RETARDED

he amount of respondent agreement on various statements concerning he mentally retarded was significantly effected by the variable f marital status. Significant differences in responses were ound on the following statements:

Mental retardates never know they differ from other people (.01)

Mentally retarded children have a right to public education (.05)

Programs for retardates are too expensive in relation to what the retardate gains from them (.05)

I would not want my child to attend a school that also has classes for retarded children (.05)

Most people feel uncomfortable in the presence of a mentally retarded person (.05)

(Table M-11)

ATING THE MENTALLY RETARDED ON ABILITY TO PERFORM VARIOUS FUNCTIONS

arital status of respondents had a significant impact in grouping he number of mental retardates who could learn to use public ransportation (.01), and in grouping the number of mental retardates ho could learn to drive a car (.05) (Table M-12).

TABLE M-10

GROUPING OF THE MENTALLY RETARDED ON VARIOUS STATEMENTS

What proportion of Mental Retardates:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Look Differently	204	261	372	259	41	9	0	=M
	26	25	50	45	7	3	3	=SSD
Are Mentally Ill or Insane	47	85	318	536	95	60	5	
	5	13	53	69	7	12	0	
Can Live "Normal" Lives	128	400	422	160	18	13	5	
	21	63	48	23	1	3	0	
Should Be In Institutions	39	89	438	512	38	25	5	
	6	14	47	78	4	10	0	
Had Mentally Retarded Parents	9	35	305	558	113	123	3	
	3	7	44	71	9	25	0	
Can Have Normal Children	99	188	319	270	113	152	5	
	14	25	41	42	12	25	0	
Should Be Cared For At Home	95	310	452	215	52	18	4	
	27	31	59	25	9	7	1	
Can Be Self-Supporting	50	232	493	301	53	14	3	
	13	49	44	41	6	5	1	
Cannot Ever Learn To Do Anything For Themselves	16	51	298	746	70	15	0	
	3	10	31	105	8	2	0	

Married (M) N = 1146
Single, Separated/Divorced (SSD) N = 159

TABLE M-11

AGREEMENT UPON MISCELLANEOUS STATEMENTS REGARDING THE MENTALLY RETARDED

	Agree Strongly	Agree	Disagree	Disagree Strongly	Don't know	Not Answered	
MR Never Know They Differ From Other People	66	362	555	123	39	1	=M
	14	31	82	23	9	0	=SSD
MR Children Have A Right To Public Education	359	632	116	29	6	4	
	49	78	24	5	2	1	
A MR Adult Living In Neighborhood Would Tend to Lower Property Values	14	94	588	426	23	1	
	1	9	71	73	5	0	
Programs For MR Are Too Expensive In Relation to What the MR Gains From Them	25	135	560	338	88	0	
	4	9	68	63	15	0	
A MR Youth Should Not Expect to Participate in Teenage Community Activities	16	247	657	175	49	2	
	1	28	82	37	11	0	
You Can Usually Tell A MR By His Looks/ Appearance	89	525	412	102	18	0	
	14	49	64	28	4	0	
Most Parents of MR Can Have Other Normal Children	415	658	31	10	29	3	
	68	79	5	2	5	0	
Parents Should Allow Normal Child To Play With MR Child	241	761	105	5	31	3	
	42	94	19	0	4	0	
I would Not Want My Child To Attend A School That Also Has Classes for MR Child	10	98	638	383	15	2	
	3	9	76	67	4	0	
Most People Feel Uncomfortable In The Presence of MR Person	83	597	381	53	29	3	
	8	81	51	16	3	0	

Married (M) N = 1146
Single, Separated/Divorced (SSD) N = 159

TABLE M-12

GROUPING THE MENTALLY RETARDED ON VARIOUS ROLES/ABILITIES

What Proportion of Mental Retardates Can:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Learn To Read and Write	183	401	419	121	3	18	1	=M
	32	58	51	15	1	2	0	=SSD
Learn To Add and Subtract	114	346	468	195	10	12	1	
	23	54	54	24	1	3	0	
Learn To Feed Themselves	398	559	158	27	0	3	1	
	63	69	21	4	0	1	1	
Learn To Dress Themselves	362	558	182	36	0	7	1	
	53	70	29	6	1	0	0	
Learn To Use Public Trans.	122	326	454	196	27	17	4	
	21	47	49	37	4	1	0	
Learn To Do Simple Sewing	119	350	471	175	16	10	5	
	23	49	57	22	5	2	1	
Learn To Drive A Car	27	77	350	410	245	36	1	
	5	13	52	55	29	5	0	
Learn To Dance	168	356	384	193	28	15	2	
	24	56	44	29	3	3	0	
Have A Regular Job	62	253	512	245	48	22	4	
	16	41	54	37	8	3	0	

Married (M) N = 1146
Single, Separated/Divorced (SSD) N = 159

TABLE M-13

CAN MENTAL RETARDATION BE CURED?

Yes	No	Not Answered	
146	990	10	= M
29	139	1	= SSD

Married (M) N = 1146
Single, Separated/Divorced (SSD) N = 159

"CURES" FOR MENTAL RETARDATION

The marital status of respondents had no impact upon answers to the question "Can mental retardation be cured?" (Table M-13)

SEMANTIC DIFFERENTIAL

Figure M-1 graphically presents the mean polarity responses by the marital status variable on word pairs in the semantic differential. Analysis by the total spread of the marital status variable indicates that virtually all groupings ranked the mentally retarded significantly lower (.01) than they reanked the "normal" person. The only exceptions were manifested by respondents who were single or separated/divorced on the following:

ugly-beautiful (NS)
cruel-kind (.05)
dishonest-honest (NS)
tense-relaxed (NS)
immoral-moral (NS)

On the "normal" semantic differential, significant differences were manifested in statements indicating whether the respondent was thinking of a child or adult (.05); a male or female (.01). No differences in responses were found when these same question were analyzed for the "mentally retarded" semantic differential. (Tables M-14, M-14a, M-15, M-15a)

TABLE M-14

SEMANTIC DIFFERENTIAL
NORMAL

Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Not Answered	
	49	757	132	193	2	13	= M
	9	96	23	29	0	2	= SSD

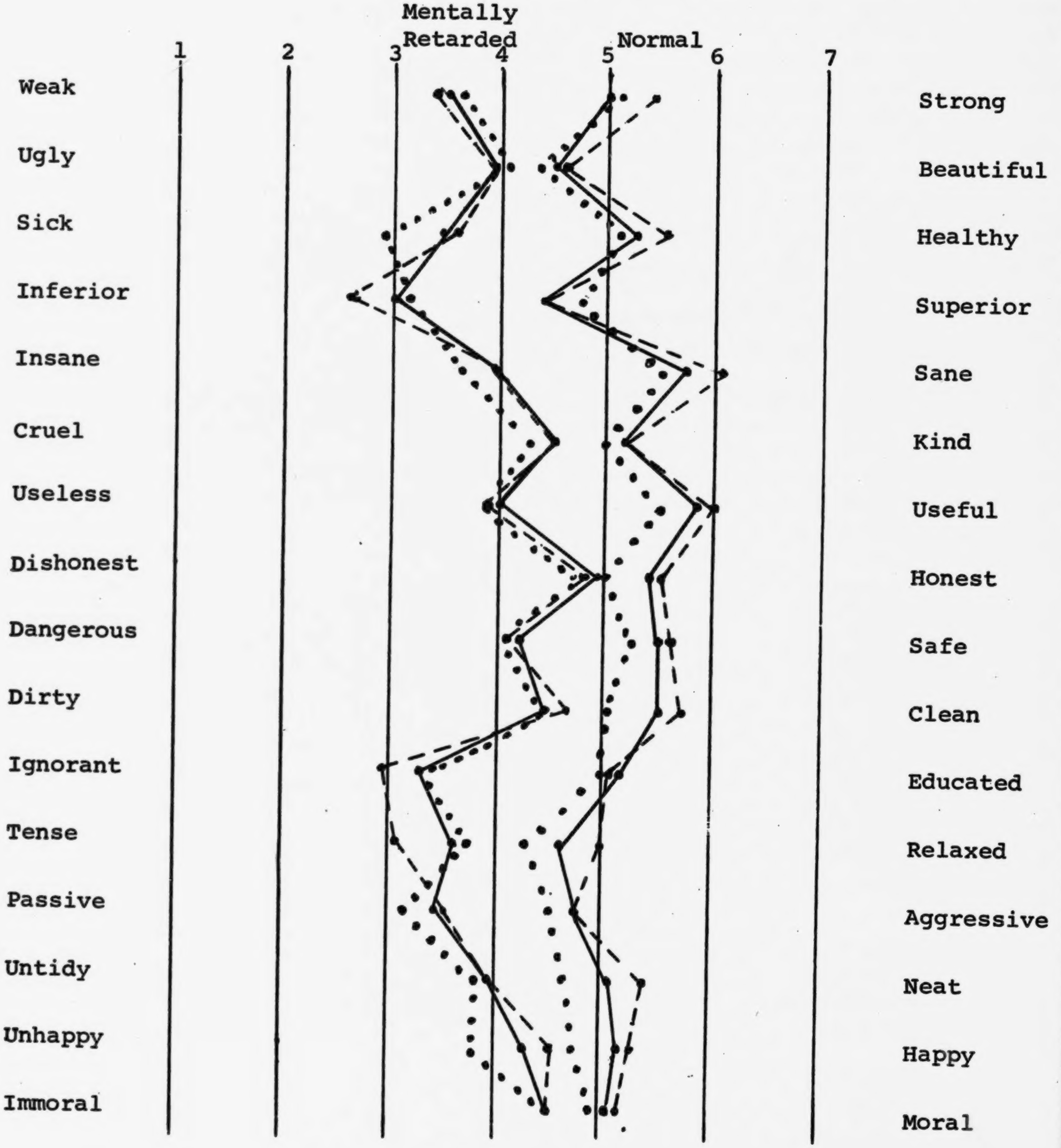
Married (M) N = 1146
Single, Separated/Divorced (SSD) N = 159

TABLE 14-a

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Not Answered	
	225	59	461	381	4	16	= M
	40	9	56	53	0	1	= SSD

Married (M) N = 1146
Single, Separated/Divorced (SSD) N = 159

Semantic Differential
Variable: Marital Status*



*See narrative section
for statistical anaylsis

Figure M-1

TABLE M-15

SEMANTIC DIFFERENTIAL RETARDED

Respondent was thinking about:	Child	Adult	Both	No one in particular	Don't Know	Not Answered	
	427	327	192	177	3	20	= M
	50	43	34	28	1	3	= SSD

Married (M) N = 1146
Single, Separated/Divorced (SSD) N = 159

TABLE M-15a

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Not Answered	
	249	98	452	321	4	22	= M
	36	12	58	49	1	3	= SSD

Married (M) N = 1146
Single, Separated/Divorced (SSD) N = 159

RESPONDENTS ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

No significant differences in answers concerning the respondents' acquaintance with a mentally retarded person was evidenced when this was analyzed by the variable of marital status (Table M-16).

TABLE M-16

RESPONDENTS' ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

Respondent knows a mentally retarded person:	Yes	No	Not Answered	
	937	206	3	= M
	124	34	1	= SSD

Married (M) N = 1146
Single, Separated/Divorced (SSD) N = 159

VARIABLE: NUMBER OF CHILDREN

SAMPLE DISTRIBUTION

The sample distribution for the variable "number of children" is indicated in Table C-1. Statistical analysis was applied to this spread. For practical considerations, tabular presentation was restricted to the polarities indicated in Table C-1a.

TABLE C-1

VARIABLE: NUMBER OF CHILDREN*

None (0)	One (1)	Two (2)	Three (3)	Four (4)	Five (5) and more	Not applic-able or not answered	
165	202	344	241	143	199	137	N = 1431

*Eighty-four (84) respondents who never heard of mental retardation were deleted. See Table 18.

TABLE C-1a

VARIABLE: POLARITIES OF NO CHILDREN VS. CHILDREN**

Respondents with no Children	Respondents with Children
N = 165	N = 1129

**By using children vs. no children as polarities, 137 respondents are omitted in tabular presentations (unmarried/non applicable).

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Answers stating whether respondents had heard about mental retardation in the past few months did not differ significantly when analyzed by the number of children which respondents had. Sources of respondent information about mental retardation did not differ significantly either, when analyzed by the same variable. (Tables C-2, C-2a).

INCIDENCE OF MENTAL RETARDATION

When analyzed by the variable "children", respondent estimates for the number of mentally retarded persons per 1000 population did not differ significantly (Table C-3). (Since the focus of this study is upon mental retardation, other disability areas are not discussed in this report).

TABLE C-2

HAS RESPONDENT HEARD/READ ABOUT MENTAL RETARDATION IN LAST FEW MONTHS?

Yes	No	
115	50	= NC
825	304	= C

Respondents : No Children (NC) N = 165
Respondents : Children (C) N = 1129

TABLE C-2a

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Newspaper	Magazine	Books	Radio	Television	Movies	Lectures/ Talks	Family/ Friends	Conversation	
66	46	4	24	86	4	4	15	28	= NC
438	346	62	162	575	21	55	181	236	= C

Respondents : No Children (NC) N = 277*
Respondents : Children (C) N =2076*

*Includes multiple responses

TABLE C-2b

HAS RESPONDENT EVER HEARD OF MENTAL RETARDATION?

Yes	No	
50	0	= NC
304	0	= C

Respondents : No Children (NC) N = 50
Respondents : Children (C) N = 304

TABLE C-3

RESPONDENT ESTIMATE FOR INCIDENCE OF VARIOUS DISABILITIES (PER 1000 POPULATION)

	Zero (0)	One (1)	Two-Four (2-4)	Five-Nine (5-9)	Ten-Twenty Four (10-24)	Twenty Five - Forty Nine (25-49)	Fifty - Ninety Nine (50-99)	One Hundred - Two Hundred Ninety Nine (100-299)	Three Hundred & Over (300+)	Don't Know	
Mental Retardation	0	20	7	34	56	15	11	7	7	8	= N
	1	140	68	226	392	115	64	78	28	17	= C
Blindness	0	32	23	41	25	20	2	7	4	11	
	2	229	138	279	226	85	45	55	15	55	
Cerebral Palsy	0	39	21	31	28	11	4	6	1	24	
	6	222	159	261	213	79	53	35	12	89	
Paralytic Polio	1	37	22	42	27	10	6	5	1	14	
	13	335	171	207	163	80	45	28	8	79	
Rheumatic Heart Disease	0	30	17	31	39	14	8	11	3	12	
	4	125	138	240	288	114	61	68	22	69	

Respondents: No Children (NC) N = 165
Respondents: Children (C) N = 1129

CAUSES OF MENTAL RETARDATION

Analysis indicates that the number of offspring had no significant impact upon respondents' identification of factors causing mental retardation (Table C-4).

PREVENTION OF MENTAL RETARDATION

The variable "children" had no significant impact upon responses indicating whether mental retardation could be prevented, nor in the identification of means by which mental retardation could be prevented. (Tables C-5, C-5a).

TABLE C-4

CAUSES OF MENTAL RETARDATION (IDENTIFIED BY RESPONDENTS)

Heredity	Birth Injury	Disease/ Illness	Accident/ Trauma	Pre-Natal Factors	
49	60	24	19	45	= NC
311	475	203	185	364	= C

Respondents : No Children (NC) N = 197*
Respondents : Children (C) N =1538*

*Includes multiple responses

TABLE C-5

CAN MENTAL RETARDATION BE PREVENTED?

Yes	No	No Response	
74	87	4	= NC
505	617	7	= C

Respondents : No Children (NC) N = 165
Respondents : Children (C) N = 1129

TABLE C-5a

HOW TO PREVENT MENTAL RETARDATION (BASED UPON 579 "YES" ANSWERS)

Pre-Natal Care of Mother	Better Obstetrics	Sterilize Unfit Parent	Better Diet/ Nutrition	Research	Vague Responses Re:Parental Habits	Religion	P.K.U. Test	Other/Don't Know	
23	10	2	2	4	4	2	1	26	= NC
200	55	14	19	21	29	2	47	120	= C

Respondents : No Children (NC) N = 74*
Respondents : Children (C) N = 507*

*Includes multiple responses

"SOCIAL WORTH" OF MENTAL RETARDATES

No significant differences were evidenced in responses relevant to the perceived social worth of mental retardates when this area was investigated by the variable "children". (Table C-6).

TABLE C-6

PERCEIVED SOCIAL WORTH OF THE MENTALLY RETARDED

What proportion of mental retardates would make good:	Almost All	Most	Some	Only A Few	None	Don't Know	Not Answered	
Employees	14	34	68	38	8	3	0	= NC
	113	249	501	225	26	12	3	= C
Neighbors	26	54	49	25	6	5	0	
	193	371	376	144	18	23	4	
Friends	31	46	40	36	8	4	0	
	199	326	391	163	20	23	7	
Citizens	33	58	40	27	4	3	0	
	226	351	350	143	30	24	5	
Parents	6	13	37	51	51	7	0	
	39	80	278	361	308	55	8	
Husbands/	6	16	53	44	38	8	0	
Wives	45	104	321	368	228	58	5	

Respondents : No Children (NC) N = 165
Respondents : Children (C) N = 1129

PARTICIPATION IN VARIOUS ROLES/ACTIVITIES/FUNCTIONS

The number of children respondents had did not significantly effect the latters' responses to a series of statements which displayed attitudes towards various roles/activities/functions for the mentally retarded. (Table C-7).

RANKING SERVICES FOR THE MENTALLY RETARDED

No significant differences were efidenced in the way subjects ranked the most important services for the mentally retarded when this area was assessed by the variable of "children." (Table C-8).

TABLE C-7

RESPONDENTS' ATTITUDE TOWARDS VARIOUS ROLES/ ACTIVITIES/FUNCTIONS FOR THE MENTALLY RETARDED

Should mental retardates:	Yes	No	Don't Know	Not Answer-ed	
Go Downtown Alone	51	102	12	0	= NC
	350	704	71	4	= C
Get Medical Care At Regular Hospitals	135	27	3	0	
	915	191	21	2	
Use Public Beaches and/or Playgrounds	24	37	4	0	
	849	241	34	5	
Drink Liquor	15	145	5	0	
	74	1009	43	3	
Drive A Car	23	137	5	0	
	140	932	53	4	
Vote	64	90	11	0	
	436	599	88	6	
Marry	60	94	10	1	
	374	655	96	4	
Have a Family (Children)	37	111	15	2	
	228	805	94	2	

Respondents: No Children (NC) N = 165
Respondents: Children (C) N = 1129

TABLE C-8

RATING OF MOST IMPORTANT SERVICES FOR THE MENTALLY RETARDED

	Special Classes/ Education	Research (Study Cause)	Foster Homes	Counseling for Parents of Retardates	Institutions	Centers Where Retardates Can Learn Jobs	Day Care Centers	Not Answered	
Most Important	64	51	6	13	7	22	0	2	= NC
	469	325	26	112	58	112	13	14	= C
Second Most Important	48	33	7	25	7	41	4	0	
	327	260	50	212	44	204	18	14	
Third Most Important	22	30	8	32	14	45	10	4	
	132	202	76	232	72	347	57	11	

Respondents : No Children (NC) N = 165
Respondents : Children (C) N = 1129

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

The variable "children" elicited no significant differences in answers indicating respondents' familiarity with groups/associations working to help the mentally retarded. The same was true in answers displaying personal participation in programs or drives for the same purpose (Table C-9,C-9a).

TABLE C-9

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

Has respondent heard of such organizations?	Yes	No	
	98	67	= NC
	661	468	= C

Respondents: No Children (NC) N = 165
Respondents: Children (C) N = 1129

TABLE C-9a

PARTICIPATION IN A PROGRAM OR DRIVE TO HELP THE MENTALLY RETARDED (BASED UPON 759 "YES" ANSWERS)

Has respondent participated in such activity?	Yes	No	
	47	51	= NC
	292	369	= C

Respondents : No Children (NC) N = 98
Respondents : Children (C) N = 661

GROUPING THE MENTALLY RETARDED

Responses grouping the mentally retarded on various statements were not effected significantly when analyzed by the variable "children". (Table C-10).

TABLE C-10

GROUPING OF THE MENTALLY RETARDED ON VARIOUS STATEMENTS

What proportion of Mental Retardates:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Look Differently	31	37	44	38	12	3	0	=NC
	208	269	360	246	38	8	0	=C
Are Mentally Ill or Insane	5	18	45	73	9	12	1	
	50	77	323	518	95	63	0	
Can Live "Normal" Lives	21	52	66	22	2	2	0	
	117	387	411	173	21	15	0	
Should Be In Institutions	7	14	63	69	4	6	0	
	43	91	425	497	42	27	1	
Had Mentally Retarded Parents	6	10	39	79	10	21	0	
	7	33	301	539	116	129	4	
Can Have Normal Children	14	18	43	44	20	26	0	
	100	179	307	257	124	157	5	
Should Be Cared For at Home	15	37	70	34	5	3	1	
	102	301	431	213	61	18	3	
Can Be Self-Supporting	8	28	67	48	10	2	2	
	51	226	477	302	53	19	1	
Cannot Ever Learn To Do Anything For Themselves	3	8	36	104	11	3	0	
	19	49	257	718	67	19	0	

Respondents : No Children (NC) N = 165
Respondents : Children (C) N = 1129

MISCELLANEOUS STATEMENTS ABOUT THE MENTALLY RETARDED

Answers displaying the extent of respondents' agreement on miscellaneous statements about the mentally retarded differed significantly (.05) only on "a mentally retarded person living in the neighborhood would tend to lower property values" when the variable "children" was applied. (Table C-11).

TABLE C-11

AGREEMENT UPON MISCELLANEOUS STATEMENTS REGARDING THE MENTALLY RETARDED

	Agree Strongly	Agree	Disagree	Disagree Strongly	Don't know	Not Answered	
MR Never Know They Differ From Other People	13	59	71	17	5	0	=NC
	69	365	534	118	42	1	=C
MR Children Have A Right To Public Education	60	84	13	6	1	1	
	350	616	121	28	11	3	
A MR Adult Living In Neighborhood Would Tend to Lower Property Values	5	26	79	52	3	0	
	10	81	275	436	25	2	
Programs For MR Are Too Expensive In Relation to What the MR Gains From Them	1	28	78	43	15	0	
	26	127	551	335	90	0	
A MR Youth Should Not Expect To Participate in Teenage Community Activities	3	36	98	19	7	2	
	15	245	629	184	56	0	
You Can Usually Tell A MR By His Looks/ Appearance	11	77	60	15	2	0	
	103	511	396	100	19	0	
Most Parents of MR Can Have Other Normal Children	52	96	6	3	8	0	
	424	638	31	8	25	3	
Parents Should Allow Normal Child To Play With MR Child	36	101	23	1	4	0	
	234	746	105	7	34	3	
I would Not Want My Child To Attend A School That Also Has Classes for MR Child	1	7	95	59	3	0	
	11	107	609	386	14	2	
Most People Feel Uncomfortable In The Presence of MR Person	8	87	59	8	3	0	
	78	579	377	60	32	3	

Respondents : No Children (NC) N = 165
Respondents : Children (C) N = 1129

TABLE C-12

GROUPING THE MENTALLY RETARDED ON VARIOUS ROLES/ABILITIES

What Proportion of Mental Retardates Can:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Learn To Read	33	47	66	17	1	1	0	=NC
and Write	175	398	415	120	2	18	1	=C
Learn To Add	19	45	68	28	3	2	0	
and Subtract	113	331	458	202	9	15	1	
Learn To Feed	67	75	18	5	0	0	0	
Themselves	380	552	166	25	1	4	1	
Learn To Dress	56	74	27	8	0	0	0	
Themselves	352	541	189	37	0	9	1	
Learn To Use	18	42	62	34	6	3	0	
Public Trans.	115	310	445	214	26	15	4	
Learn To Do	20	52	56	30	4	2	1	
Simple Sewing	117	329	484	167	16	11	5	
Learn To Drive	7	9	40	64	41	4	0	
A Car	25	75	337	397	256	57	2	
Learn To Dance	24	47	46	32	12	4	0	
	164	347	385	195	19	17	2	
Have A Regu-	14	30	65	43	12	1	0	
lar Job	59	249	498	248	47	24	4	

Respondents : No Children (NC) N = 165
Respondents : Children (C) N = 1129

RATING THE MENTALLY RETARDED ON ABILITY TO PERFORM VARIOUS FUNCTIONS

When the variable "children" was employed to assess responses indicating the proportion of mental retardates who could perform various functions, significant differences were disclosed on the following:

Learn to dance (.01)

Have a regular job (.05)

(Table C-12)

"CURES" FOR MENTAL RETARDATION

Answers to the query "Can mental retardation be cured?" were not significantly effected when analyzed by the variable "children." (Table C-13)

TABLE C-13

CAN MENTAL RETARDATION BE CURED?

Yes	No	Not Answered	
23	139	3	= NC
146	972	11	= C

Respondents : No Children (NC) N = 165
Respondents : Children (C) N = 1129

SEMANTIC DIFFERENTIAL

Figure C-1 graphically presents the mean polarity responses by the variable "children" on word pairs in the semantic differential. Analysis by the total spread of the "children" variable indicates that virtually all grouping ranked the mentally retarded significantly lower than they ranked the "normal" person. The only exception was manifested by respondents with five or more children on the word pair honest-dishonest. In the aforementioned case, no statistical significance was found.

For both the "normal" semantic differential and the "mentally retarded" semantic differential, no significant differences were evidenced when the variable "children" was applied to questions indicating whether the respondent was thinking about a child or adult; a male or female (Tables C-14, C-14a, C-15, C-15a).

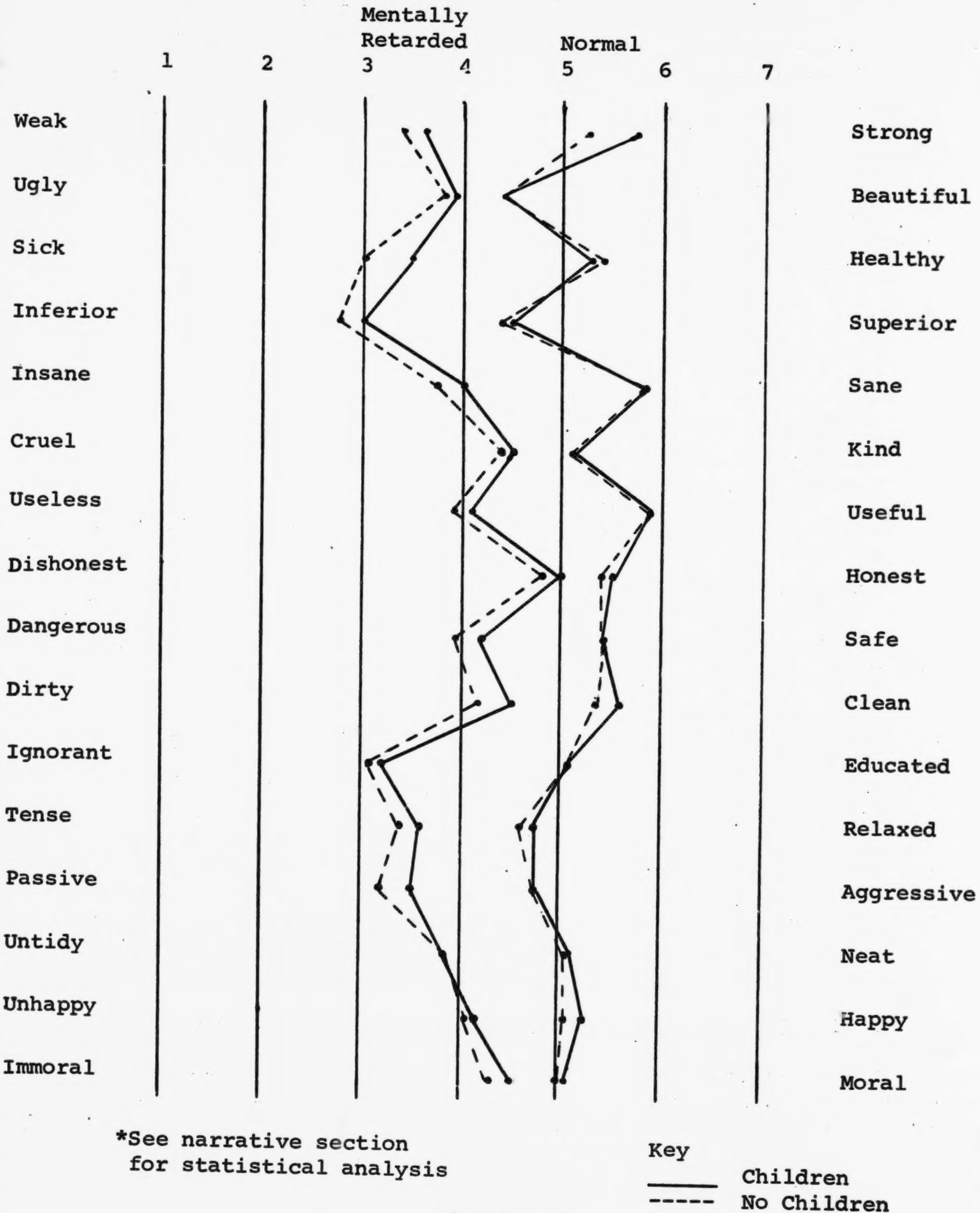
TABLE C-14

SEMANTIC DIFFERENTIAL NORMAL

Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Not Answered	
	9	102	22	29	0	3	= NC
	55	734	125	198	2	15	= C

Respondents: No Children (NC) N = 165
Respondents: Children (C) N = 1129

Semantic Differential
Variable: Number of Children*



*See narrative section for statistical analysis

Figure C-1

TABLE C-14a

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Not Answered	
	39	11	59	52	0	4	= NC
	218	67	448	376	4	16	= C

Respondents : No Children (NC) N = 165
Respondents : Children (C) N = 1129

TABLE C-15

SEMANTIC DIFFERENTIAL
RETARDED

Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Not Answered	
	59	48	29	22	0	7	= NC
	435	312	187	172	3	20	= C

Respondents : No Children (NC) N = 165
Respondents : Children (C) N = 1129

TABLE C-15a

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Not Answered	
	41	20	60	37	0	7	= NC
	239	102	445	318	4	21	= C

Respondents: No Children (NC) N = 165
Respondents: Children (C) N = 1129

RESPONDENTS' ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

Significance at the .05 level was disclosed when responses reflecting the subjects' acquaintance with a mentally retarded person were analyzed by the variable "children" (Table C-16).

TABLE C-16

RESPONDENTS' ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

Respondent knows a mentally retarded person:	Yes	No	Not Answered
	125	39	1 = NC
	937	190	2 = C

Respondents: No Children (NC) N = 165
Respondents: Children (C) N = 1129

VARIABLE: DEMOGRAPHY

SAMPLE DISTRIBUTION

The sample distribution for the variable: "Demography" is indicated in Table D-1. Statistical analysis was applied to this spread. For practical considerations, tabular presentation was restricted to the polarities indicated in Table D-1a.

TABLE D-1

VARIABLE: DEMOGRAPHIC DISTRIBUTION OF RESPONDENTS*

10 largest metropolitan areas	Other metropolitan area	counties with towns over 10,000	Counties with no town over 10,000	
357	580	227	267	N = 1431

*Eighty-Four (84) respondents who never heard of mental retardation were deleted. See Table 18

TABLE D-1a

VARIABLE: DEMOGRAPHIC POLARITIES**

Ten largest metropolitan areas	Counties with no town over 10,000
N = 357	N = 267

**By using demographic polarities, 807 respondents are omitted in tabular presentations

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Answers to whether or not respondents heard about mental retardation in the past few months differed significantly (.05) when analyzed by the demographic variable. Significant differences (.05) were also manifested when the respondents indicated sources of their information about mental retardation. (Tables D-2, D-2a).

TABLE D-2

HAS RESPONDENT HEARD/READ ABOUT MENTAL RETARDATION IN LAST FEW MONTHS?

Yes	No	
248	109	= M
203	64	= C

Ten largest metropolitan areas (M) N = 357
Counties: No town over 10,000 (C) N = 267

TABLE D-2a

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Newspaper	Magazine	Books	Radio	Television	Movies	Lectures/ Talks	Family/Friends	Conversation/ Other	
131	90	24	64	169	23	15	55	81	= M
109	87	13	32	149	10	10	35	47	= C

Ten largest metropolitan areas (M) N = 652*
Counties: No town over 10,000 (C) N = 499*

*Includes multiple responses

TABLE D-2b

HAS RESPONDENT EVER HEARD OF MENTAL RETARDATION?

Yes	No	
109	0	= M
64	0	= C

Ten largest metropolitan areas (M) N = 109
Counties: No town over 10,000 (C) N = 64

INCIDENCE OF MENTAL RETARDATION

When estimates for the incidence of mental retardation were analyzed by the variable of demography, no significant differences were evidenced (Table D-3) (Since the focus of this study is upon mental retardation, other disability areas are not discussed in this report).

TABLE D-3

RESPONDENT ESTIMATE FOR INCIDENCE OF VARIOUS DISABILITIES (PER 1000 POPULATION)

	Zero (0)	One (1)	Two-Four (2-4)	Five-Nine (5-9)	Ten-Twenty-Four (10-24)	Twenty-Five-Forty-Nine (25-49)	Fifty-Ninety-Nine (50-99)	One Hundred-Two Hundred Ninety-Nine (100-299)	Three Hundred & Over (300 +)	Don't Know
Mental Retardation	1	19	17	76	124	31	21	22	8	8
	0	25	18	47	92	32	22	16	9	6
Blindness	1	66	37	86	84	30	1	19	7	26
	0	38	47	69	49	21	1	14	6	22
Cerebral Palsy	2	82	44	81	57	31	12	13	4	31
	1	48	42	60	44	19	18	9	3	23
Paralytic Polio	5	106	45	70	59	16	16	10	2	28
	3	67	24	47	42	26	15	6	1	36
Rheumatic Heart Disease	2	53	28	71	81	36	27	19	6	34
	0	19	39	55	57	39	18	21	2	17

Ten largest metropolitan areas (M) N = 357
Counties: No town over 10,000 (C) N = 267

CAUSES OF MENTAL RETARDATION

Differences in responses significant at the .01 level were found when causes of mental retardation were identified by the subjects (respondents). (Table D-4).

TABLE D-4

CAUSES OF MENTAL RETARDATION
(IDENTIFIED BY RESPONDENTS)

Heredity	Birth Injury	Disease / Illness	Accident / Trauma	Pre-Natal Factors	
105	155	74	80	99	= M
89	95	49	29	86	= C

Ten largest metropolitan areas (M) N = 513
Counties: No town over 10,000 (C) N = 348

PREVENTION OF MENTAL RETARDATION

No significant differences were found in responses concerning the prevention of mental retardation and the identification of means by which mental retardation could be prevented when these areas were explored on a demographic basis. (Tables D-5, D-5a)

TABLE D-5

CAN MENTAL RETARDATION BE PREVENTED?

Yes	No	No Response	
172	177	8	= M
112	153	2	= C

Ten largest metropolitan areas (M) N = 357
Counties: No town over 10,000 (C) N = 267

TABLE D-5a

HOW TO PREVENT MENTAL RETARDATION
(BASED UPON 284 "YES" ANSWERS)

Pre Natal Care of Mother	Better Obstetrics	Sterilize Unfit Parents	Better Diet/Nutrition	Research	Vague Responses Re: Parental Habits	Religion	P.K.U. Test	Other and/or Don't Know	
72	20	4	5	15	10	0	15	20	= M
40	13	4	2	5	10	0	4	19	= C

Ten largest metropolitan areas (M) N = 861
Counties: No town over 10,000 (C) N = 97

"SOCIAL WORTH" OF MENTAL RETARDATES

When grouping the mentally retarded on a series of social roles, significant differences in responses were evidenced on a demographic basis in the proportion of mental retardates who would make good:

Friends (.05)

Parents (.01)

Husbands/Wives (.01)

(Table D-6)

TALBE D-6

PERCIEVED SOCIAL WORTH OF THE MENTALLY RETARDED

What proportion of mental retardates would make good:	Almost All	Most	Some	Only A Few	None	Don't Know	Not Answered
Employees	34	91	151	68	7	6	0 = M
	27	48	115	66	10	0	1 = C
Neighbors	78	102	116	44	3	14	0
	44	91	92	31	5	2	2
Friends	64	85	127	61	6	13	1
	44	97	85	35	4	1	1
Citizens	95	100	102	43	6	11	0
	49	84	83	42	6	2	1
Parents	15	32	111	102	67	28	2
	4	12	58	95	92	5	1
Husbands / Wives	16	40	127	105	42	26	1
	5	21	67	95	70	8	1

Ten largest metropolitan areas (M) N = 357
Counties: No town over 10,000 (C) N = 267

PARTICIPATION IN VARIOUS ROLES/ACTIVITIES/FUNCTIONS

Demography effected responses indicating attitudes towards various roles/activities/functions for the mentally retarded. Significant differences were manifested in answers to the question of whether mentally retarded people should:

Use public beaches and/or playgrounds (.05)
Drink liquor (.01)
Vote (.01)
Marry (01)
Have a family (Children) (.01)

(Table D-7)

TABLE D-7

RESPONDENTS ATTITUDE TOWARDS VARIOUS ROLES/ ACTIVITIES/FUNCTIONS FOR THE MENTALLY RETARDED

Should mental retardates:	Yes	No	Don't know	No Answer	
Go Downtown alone	104	216	36	1	= M
	92	161	14	0	= C
Get Medical Care At Regular Hospitals	283	64	10	0	
	229	34	4	0	
Use Public Beaches and/or Playgrounds	279	62	15	1	
	185	74	6	2	
Drink Liquor	41	294	21	1	
	8	254	4	1	
Drive A Car	61	280	16	0	
	26	231	10	0	
Vote	174	153	29	1	
	103	139	24	1	
Marry	160	157	38	2	
	75	173	18	1	
Have A Family (Children)	107	205	45	0	
	42	215	10	0	

Ten largest metropolitan areas (M) N = 357
Counties: No town over 10,000 (C) N = 267

RANKING SERVICES FOR THE MENTALLY RETARDED

Significant differences were found in ranking the most important service for the mentally retarded (.05) and in ranking the second most important service for the mentally retarded (.05) when responses to these questions were analyzed by demography. (Table D-8).

TABLE D-8

RATING OF MOST IMPORTANT SERVICES FOR THE MENTALLY RETARDED

	Special Classes/ Education	Research (Study Causes)	Foster Homes	Counseling for Parents of Retardates	Institutions	Centers Where Retardates Can Learn Jobs	Day Care Centers	Not Answered
Most Important	156	114	6	27	20	30	2	2
	110	70	3	25	11	43	3	2
Second Most Important	113	89	8	58	14	68	5	2
	77	51	19	45	11	56	3	5
Third Most Important	47	60	26	78	17	102	23	4
	27	46	18	58	20	80	16	2

Ten largest metropolitan areas (M) N = 357
Counties: No town over 10,000 (C) N = 267

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

Demographic factors were significant in answers indicating whether the respondent knew of various groups/organizations working to help the mentally retarded; nor were there any significant differences in responses concerning the subjects direct participation in programs or drives to help the mentally retarded. (Tables D-9, D-9a)

TABLE D-9

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

Has respondent heard of such organizations?	Yes	No	
	219	138	= M
	150	117	= C

Ten largest metropolitan areas (M) N = 357
Counties: No town over 10,000 (C) N = 267

TABLE D-9a

PARTICIPATION IN A PROGRAM OR DRIVE TO HELP THE MENTALLY RETARDED

(BASED UPON 369 "YES" ANSWERS)

Has respondent participated in such activity?	Yes	No	
	110	109	= M
	64	86	= C

Ten largest metropolitan areas (M) N = 219
Counties: No town over 10,000 (C) N = 150

GROUPING THE MENTALLY RETARDED

In grouping the mentally retarded on various statements, the demographic variable elicited significant differences in responses concerning the proportion of mental retardates who:

Look differently (.01)
Are mentally ill or insane (.01)
Can live normal lives (.01)
Had mentally retarded parents (.05)
Can have normal children (.05)
(Table D-10)

MISCELLANEOUS STATEMENTS ABOUT THE MENTALLY RETARDED

The extent of respondent agreement on the following statements about mentally retarded differed significantly when explored by demography:

A mentally retarded adult living in the neighborhood would tend to lower property values (.05)

A mentally retarded youth should not expect to participate in teen-age community activities (.05)

You can usually tell a retardate by his looks/appearance (.01)

Most people feel uncomfortable in the presence of a mentally retarded person (.05)

(Table D-11)

TABLE D-10

GROUPING OF THE MENTALLY RETARDED ON VARIOUS STATEMENTS

What Proportion of Mental Retardates:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Look Differently	42	67	135	100	12	1	0	=M
	69	74	69	45	8	2	0	=C
Are Mentally Ill or Insane	12	24	93	168	34	25	1	
	13	22	81	121	20	9	1	
Can Live "Normal" Lives	47	134	120	47	5	3	1	
	29	89	91	54	2	2	0	
Should Be In Institutions	13	20	132	163	16	12	1	
	11	28	90	125	6	6	1	
Had Mentally Retarded Parents	3	8	96	153	44	52	0	
	3	13	76	142	15	17	0	
Can Have Normal Children	38	70	97	71	23	57	1	
	19	30	77	88	33	19	1	
Should Be Cared For At Home	43	93	130	61	22	8	0	
	26	70	102	51	12	5	1	
Can Be Self-Supporting	19	80	147	88	14	8	1	
	17	51	97	79	18	4	1	
Cannot Ever Learn To Do Anything For Themselves	7	19	85	218	23	5	0	
	5	9	50	177	19	7	1	

Ten largest metropolitan areas (M) N = 357
Counties: No town over 10,000 (C) N = 267

TABLE D-11

AGREEMENT UPON MISCELLANEOUS STATEMENTS REGARDING THE MENTALLY RETARDED

	Agree Strongly	Agree	Disagree	Disagree Strongly	Don't know	Not Answered	
MR Never Know They Differ From Other People	19	107	169	43	19	0	=M
	17	89	122	32	7	0	=C
MR Children Have A Right to Public Education	133	181	26	11	3	3	
	88	140	30	5	3	1	
A MR Adult Living In Neighborhood Would Tend to Lower Property Values	3	26	159	160	8	1	
	5	25	146	88	3	0	
Programs For MR Are Too Expensive In Relation to What the MR Gains From Them	7	38	159	113	40	0	
	4	33	138	77	15	0	
A MR Youth Should Not Expect to Participate in Teenage Community Activities	2	76	185	73	20	1	
	5	60	159	31	11	1	
You Can Usually Tell A MR By His Looks/ Appearance	21	139	147	39	11	0	
	26	155	70	13	3	0	
Most Parents of MR Can Have Other Normal Children	159	185	6	1	6	0	
	92	155	11	2	6	1	
Parents Should Allow Normal Child To Play With MR Child	82	234	30	1	10	0	
	57	165	38	1	5	1	
I would Not Want My Child to Attend A School That Also Has Classes for MR Child	3	29	186	132	7	0	
	2	26	144	94	0	1	
Most People Feel Uncomfortable In The Presence of MR Person	30	172	119	25	11	0	
	14	138	99	12	3	1	

Ten largest metropolitan areas (M) N = 357
Counties: No town over 10,000 (C) N = 267

TABLE D-12

GROUPING THE MENTALLY RETARDED ON VARIOUS ROLES/ABILITIES

What Proportion of Mental Retardates Can:	Almost All	Most	Some	Few	None	Don't Know	Not Answered
Learn to Read and Write	57	142	126	26	0	6	0 = M
	44	87	92	38	1	4	1 = C
Learn to Add and Subtract	40	114	149	47	2	5	0
	27	79	99	56	3	2	4
Learn to Feed Themselves	113	177	59	6	0	2	0
	103	124	33	5	1	0	1
Learn to Dress Themselves	109	171	67	8	0	2	0
	95	120	41	9	0	1	1
Learn to Use Public Trans.	34	111	139	64	5	4	0
	24	73	103	54	8	2	3
Learn to Do Simple Sewing	43	119	139	45	3	5	3
	22	81	107	49	4	2	2
Learn to Drive A Car	8	29	105	126	75	14	3
	4	19	73	107	55	7	2
Learn to Dance	61	117	118	50	3	7	1
	36	72	77	67	10	4	1
Have a Regular Job	25	84	157	73	9	8	1
	9	51	116	63	19	6	3

Ten largest metropolitan areas (M) N = 357
Counties: No town over 10,000 (C) N = 267

TABLE D-13

CAN MENTAL RETARDATION BE CURED?

Yes	No	Not Answered
61	293	3 = M
13	252	2 = C

Ten largest metropolitan areas (M) N = 357
Counties: No town over 10,000 (C) N = 267

RATING THE MENTALLY RETARDED ON ABILITY TO PERFORM VARIOUS FUNCTIONS

Responses indicating the proportion of mental retardates who could learn to dance differed significantly (.01) when analyzed by the demographic variable. (Table D-12)

"CURES" FOR MENTAL RETARDATION

Significant (.01) differences were found when responses to the question of whether mental retardation can be cured were analyzed by the demographic variable. (Table D-13).

SEMANTIC DIFFERENTIAL

Figures D-1 through D-4 present the mean polarity responses by the demographic variable on word pairs in the semantic differential. In all cases, analysis indicates that each demographic unit scored the mentally retarded significantly lower (.01) than they ranked a normal person. (Practical consideration prevented analysis of these scores by the demographic variable).

On the "normal" semantic differential, significant differences were found in answers indicating whether the subject was thinking of a child or adult (.05); a male or female (.05).

On the "mentally retarded" semantic differential, answers indicating whether the subject was thinking about a child or adult differed significantly (.01) as did responses indicating whether the subject was thinking of a male or female (.05)
(Table D-14, D-14a)

TABLE D-14

SEMANTIC DIFFERENTIAL
NORMAL

Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Not Answered	
	18	227	46	62	0	3	= M
	11	165	34	52	0	5	= C

Ten largest metropolitan areas (M) N = 357

Counties: No town over 10,000 (C) N = 267

TABLE D-14a

Respondent was thinking about:	Male	Female	Both	No one in particular	Don't know	Not answered	
	66	28	137	121	2	3	= M
	38	15	108	100	0	6	= C

Ten largest metropolitan areas (M) N = 357
Counties: No town over 10,000 (C) N = 267

TABLE D-15
SEMANTIC DIFFERENTIAL
RETARDED

Respondent was thinking about:	Child	Adult	Both	No one in particular	Don't know	Not answered	
	133	101	67	46	1	9	= M
	107	62	39	53	1	5	= C

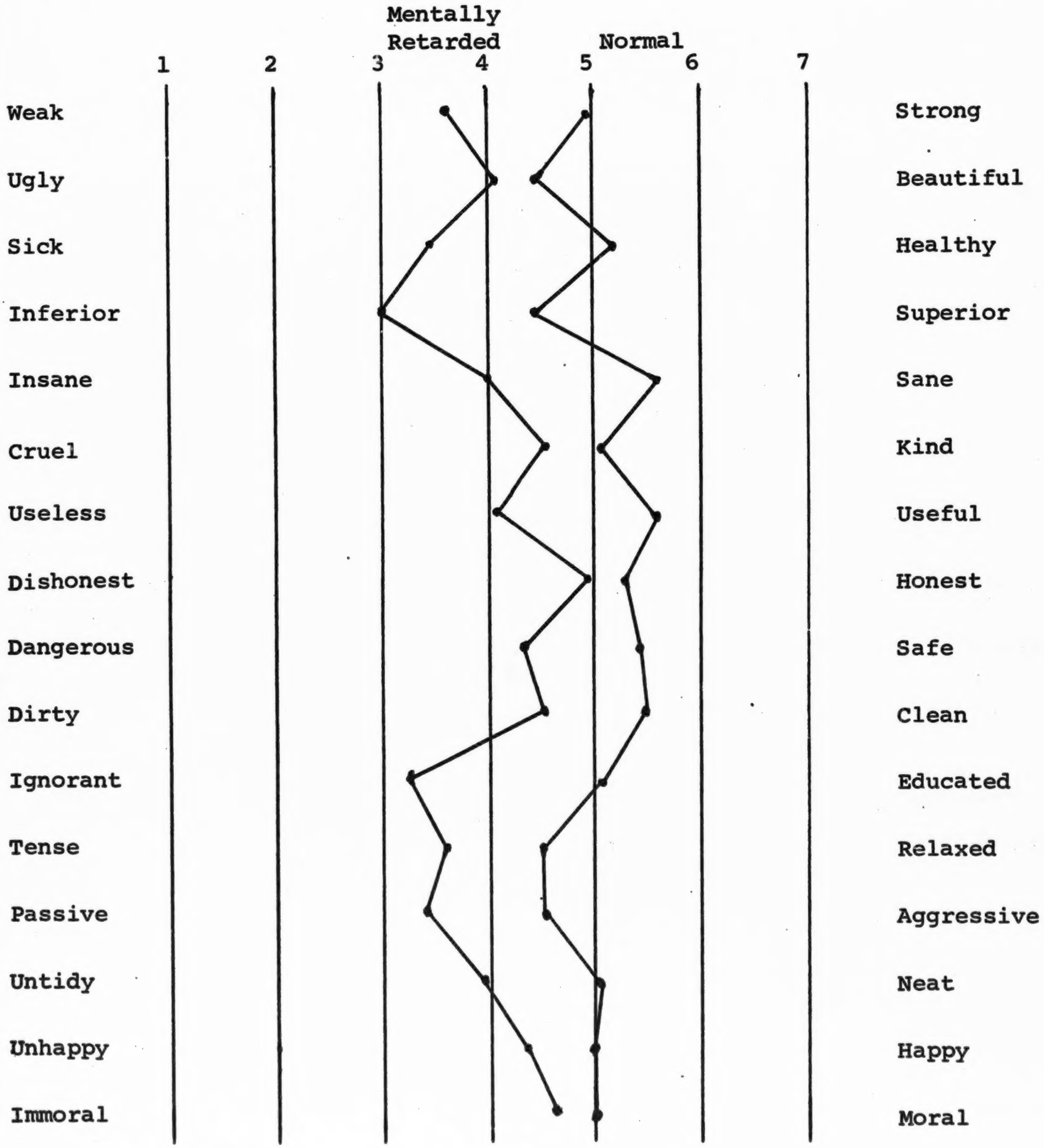
Ten largest metropolitan areas (M) N = 357
Counties: No town over 10,000 (C) N = 267

TABLE D-15a

Respondent was thinking about:	Male	Female	Both	No one in particular	Don't know	Not answered	
	62	37	151	94	2	1	= M
	50	16	103	91	1	6	= C

Ten largest metropolitan areas (M) N = 357
Counties: No town over 10,000 (C) N = 267

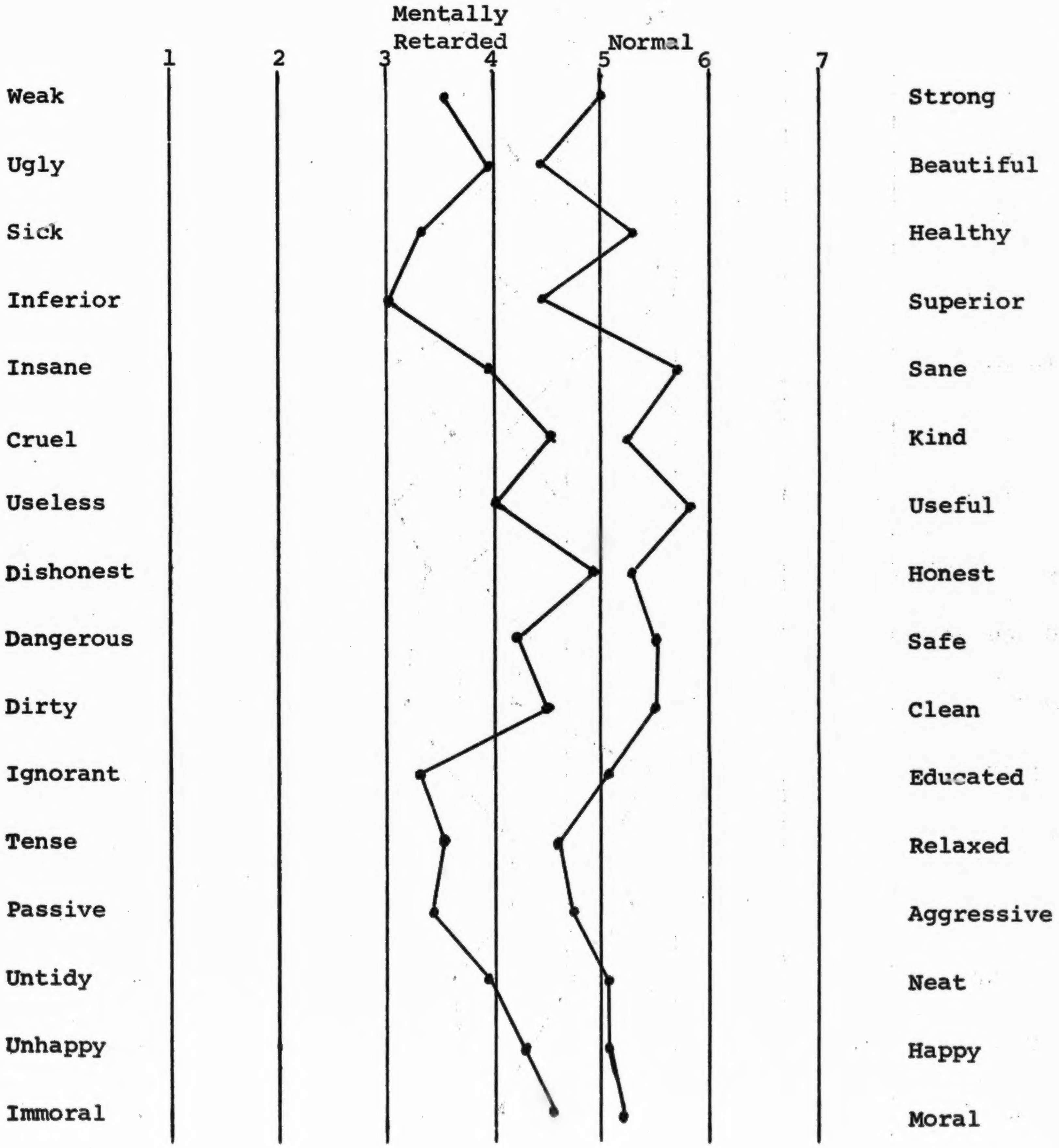
Semantic Differential
Variable: Demographic Area 1
Metropolitan Areas*



*See narrative section
for statistical analysis

Figure D-1

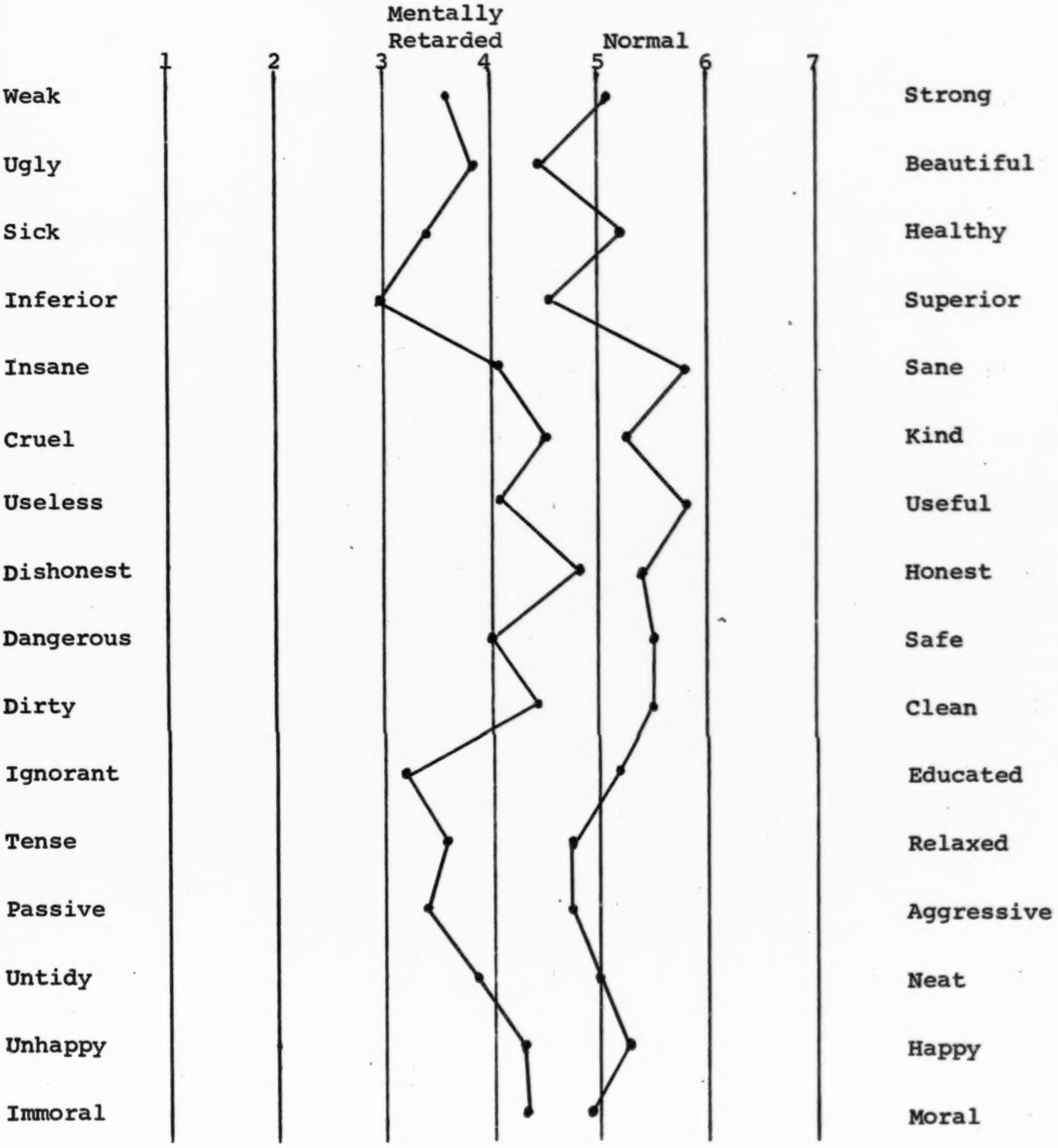
Semantic Differential
Variable: Demographic Area 2
Other Metropolitan Areas*



*See narrative section
for statistical analysis

Figure D-2

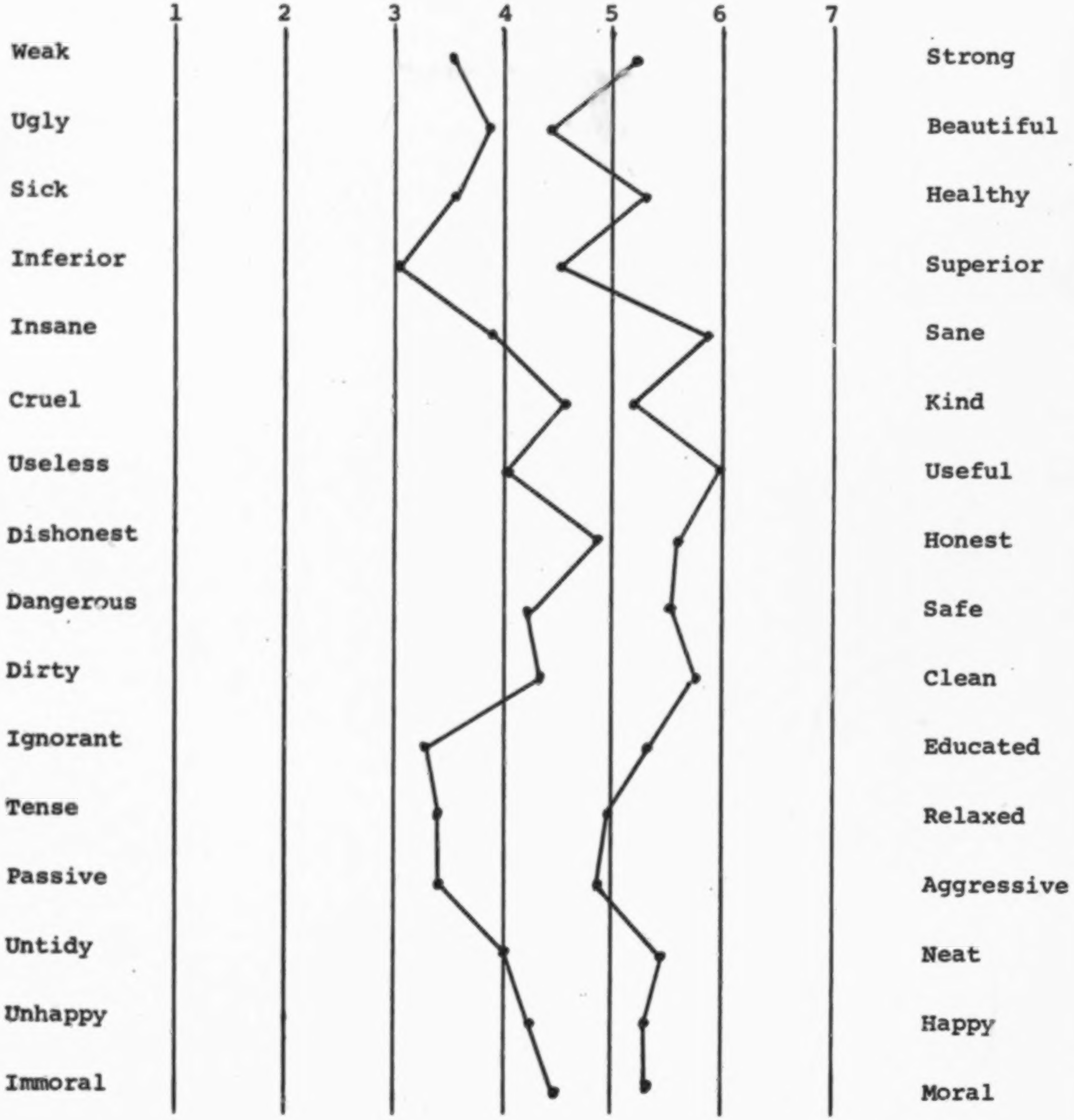
Semantic Differential
Variable: Demographic Area 3
Counties with Towns Over 10,000 population*



*See narrative section
for statistical analysis

Figure D-3

Semantic Differential
Variable: Demographic Area 4
Counties With No Town Of Over 10,000 Population*



*See narrative section
for statistical analysis

Figure D - 4

RESPONDENTS ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

When the demographic variable was applied to answers indicating whether the subjects felt that they knew a mentally retarded person, significance at the .05 level was found. (Table D-16).

TABLE D-16

RESPONDENTS' ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

Respondent knows a mentally retarded person:	Yes	No	Not Answered	
	277	80	0	= M
	231	35	1	= C

Ten largest metropolitan areas (M) N = 357
Counties: No town over 10,000 (C) N = 267

VARIABLE: GEOGRAPHIC AREAS

SAMPLE DISTRIBUTION

The sample distribution for the variable "geography" is indicated in Table G-1. Statistical analysis was applied to this spread.

TABLE G-1

VARIABLE: GEOGRAPHIC DISTRIBUTION OF RESPONDENTS*

New England	Middle Atlantic	East-North Central	West-North Central	South Atlantic	Southeast	Southwest	Mountain	Pacific
82	268	277	128	209	71	165	50	181

N = 1431

*Eighty-four (84) respondents who never heard of mental retardation were deleted. See Table 18.

Note: No other tabular data is presented for the geographical variable because of practical considerations. It was deemed unwise to attempt any grouping(s).

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Answers stating whether respondents had heard or read about mental retardation in the past few months differed significantly (.01) when analyzed by the geographic variable. The source of information about mental retardation also differed significantly (.01) when analyzed by the same variable.

INCIDENCE OF MENTAL RETARDATION

Significant (.05) differences in responses were found when estimates for the incidence of mental retardation were analyzed by the variable "geography". (Since the focus of this study is upon mental retardation, other disability areas are not discussed in this report).

CAUSES OF MENTAL RETARDATION

The geographic area of respondents was a significant (.05) factor in responses identifying causes of mental retardation.

PREVENTION OF MENTAL RETARDATION

The geographic area of respondents was not a significant factor in responses identifying means of preventing mental retardation.

"SOCIAL WORTH" OF MENTAL RETARDATES

Significant differences (.01) were found when the geographic variable was applied to responses indicating the proportion of mental retardates who would make good employees.

PARTICIPATION IN VARIOUS ROLES/ACTIVITIES/FUNCTIONS

The geographic variable significantly effected responses reflecting attitudes about whether the mentally retarded should:

Go downtown alone (.01)

Use public beaches and/or playgrounds (.01)

Drink liquor (.01)

Drive a car (.01)

Vote (.05)

Marry (.01)

Have a family (children) (.01)

RANKING SERVICES FOR THE MENTALLY RETARDED

The geographic area of subjects was not a significant factor in responses ranking the most important services for the mentally retarded.

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

The geographic area of respondents did not significantly effect answers indicating familiarity with groups/associations working to help the mentally retarded, nor in personal participation in programs or drives for the same purposes.

GROUPING THE MENTALLY RETARDED

Responses grouping the mentally retarded on each of the following statements differed significantly when the geographic variable was applied:

Look differently (.05)

Can live normal lives (.01)

Should be in institutions (.05)

Can be self supporting (.05)

MISCELLANEOUS STATEMENTS ABOUT THE MENTALLY RETARDED

When analyzed by the geographic variable, the extent of respondent agreement on the following statements differed significantly:

A mentally retarded living in the neighborhood would tend to lower property values (.05)

Most parents of retardates can have other normal children (.05)

I would not want my child to to attend a school that also has classes for mentally retarded children (.05)

RATING THE MENTALLY RETARDED ON ABILITY TO PERFORM VARIOUS FUNCTIONS

The geographic variable effected the way respondents grouped the mentally retarded on the latters' ability to perform various functions. Answers differing significantly were evidenced in the proportion of mental retardates who could:

Learn to read and write (.05)

Learn to add and subtract (.01)

Learn to use public transportation (.01)

Learn to do simple sewing (.01)

Learn to dance (.01)

Have a regular job (.01)

"CURES" FOR MENTAL RETARDATION

Answers to the question "Can mental retardation be cured?" were not effected by the geographic area of respondents.

SEMANTIC DIFFERENTIAL

Figures 1 through 9 graphically present the mean responses by geographic areas on word pairs in the semantic differential. In virtually all cases, analysis indicates that each geographic area ranked the mentally retarded significantly lower (.01) than they ranked a normal person. The only exceptions were the New England states on:

dishonest - honest (.05)

....the Mountain states on:

cruel - kind (NS)

dishonest - honest (NS)

tense - relaxed (.05)

unhappy - happy (.05)

immoral - moral (NS)

....and the Pacific states on:

immoral - moral (NS)

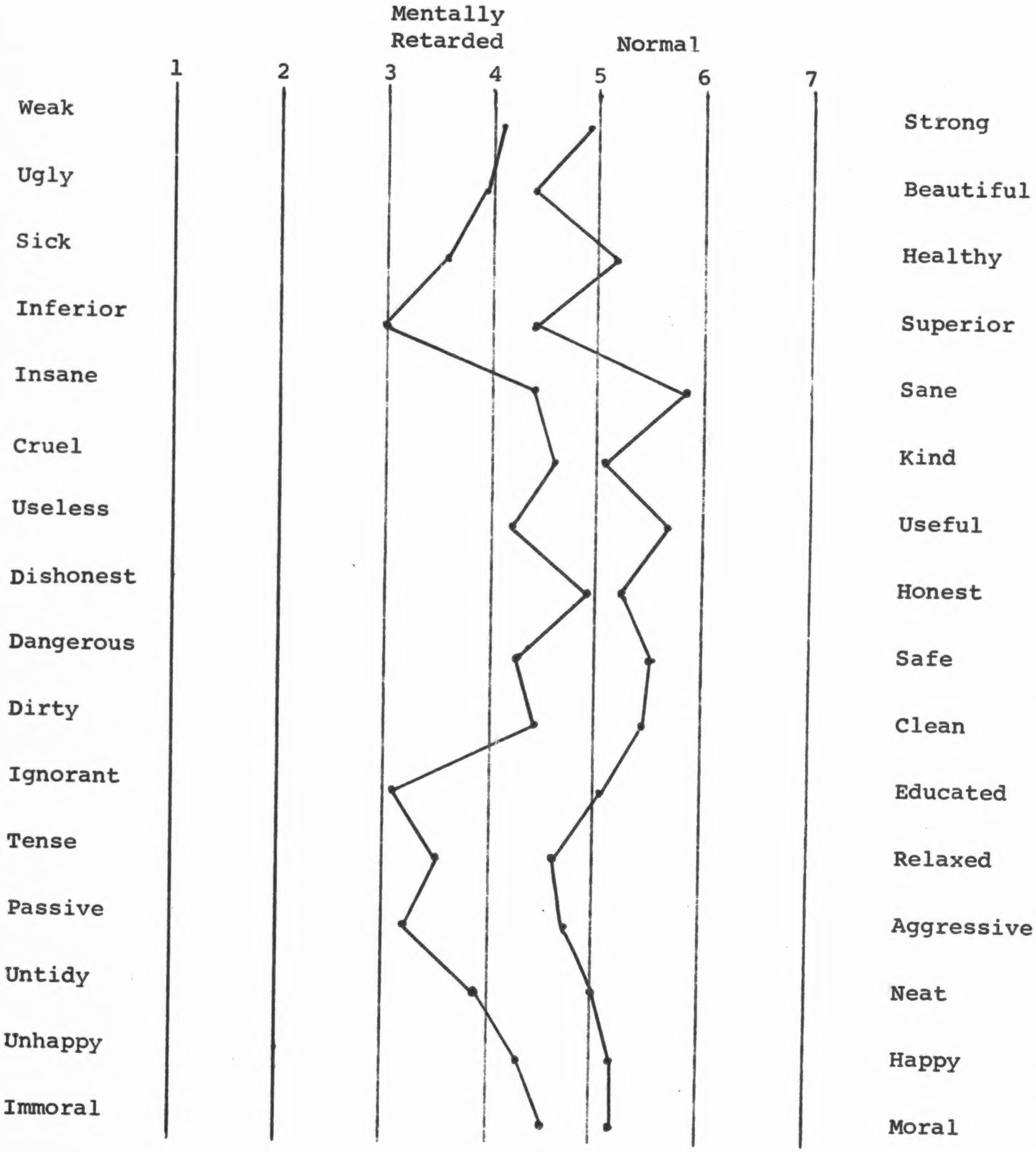
(Practical considerations prevented analysis of these scores by the geographic variable).

On the semantic differentials for both the "normal" and the "mentally retarded," there were no significant differences in answers indicating whether respondents were thinking about a child or adult; a male or female.

RESPONDENTS' ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

When the geographic variable was applied to answers indicating whether or not the subjects felt that they knew a mentally retarded person, significant (.01) differences in answers were elicited.

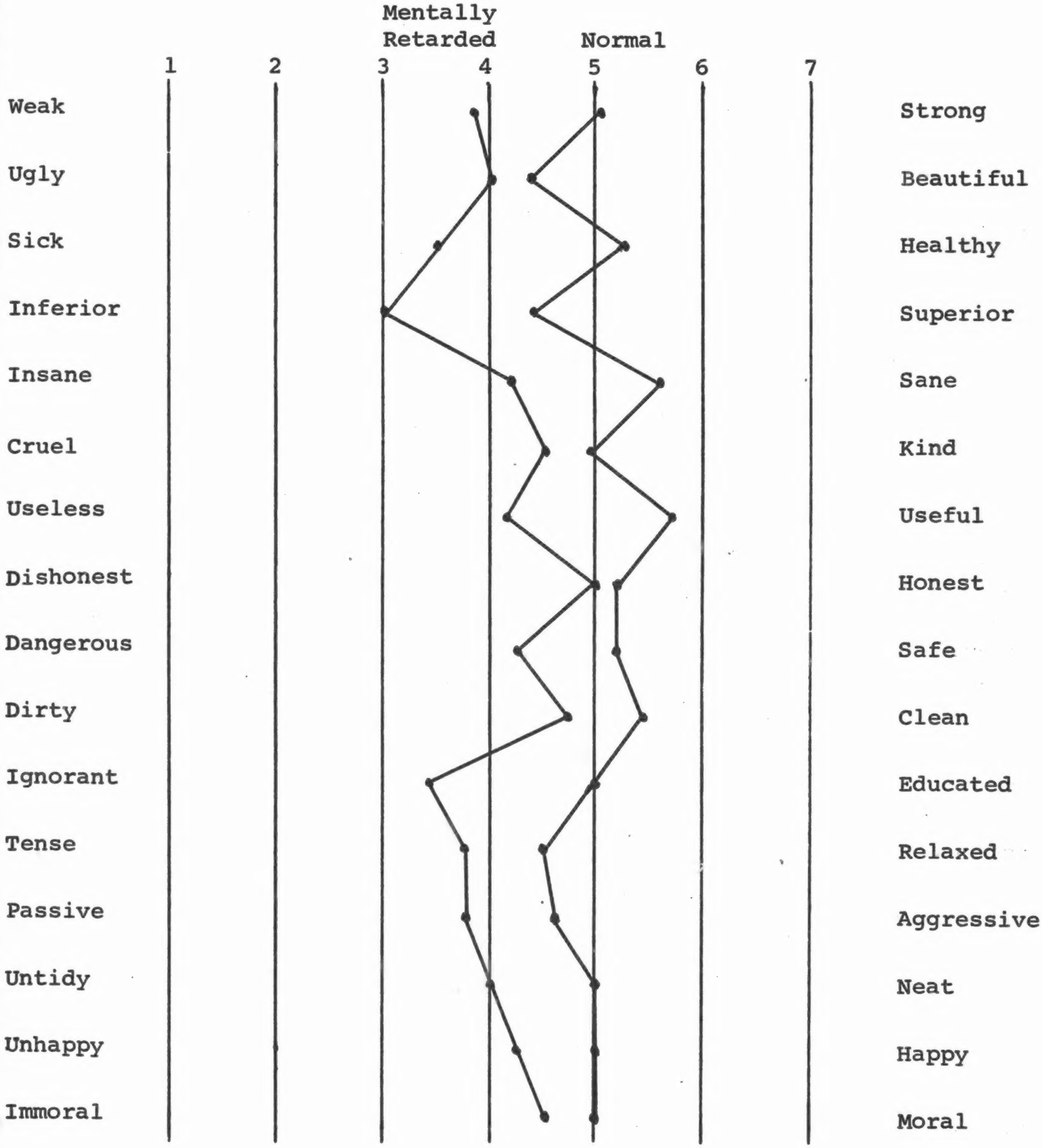
Semantic Differential
Variable: Geographic Area 1
New England States*



*See narrative section
for statistical analysis

Figure G-1

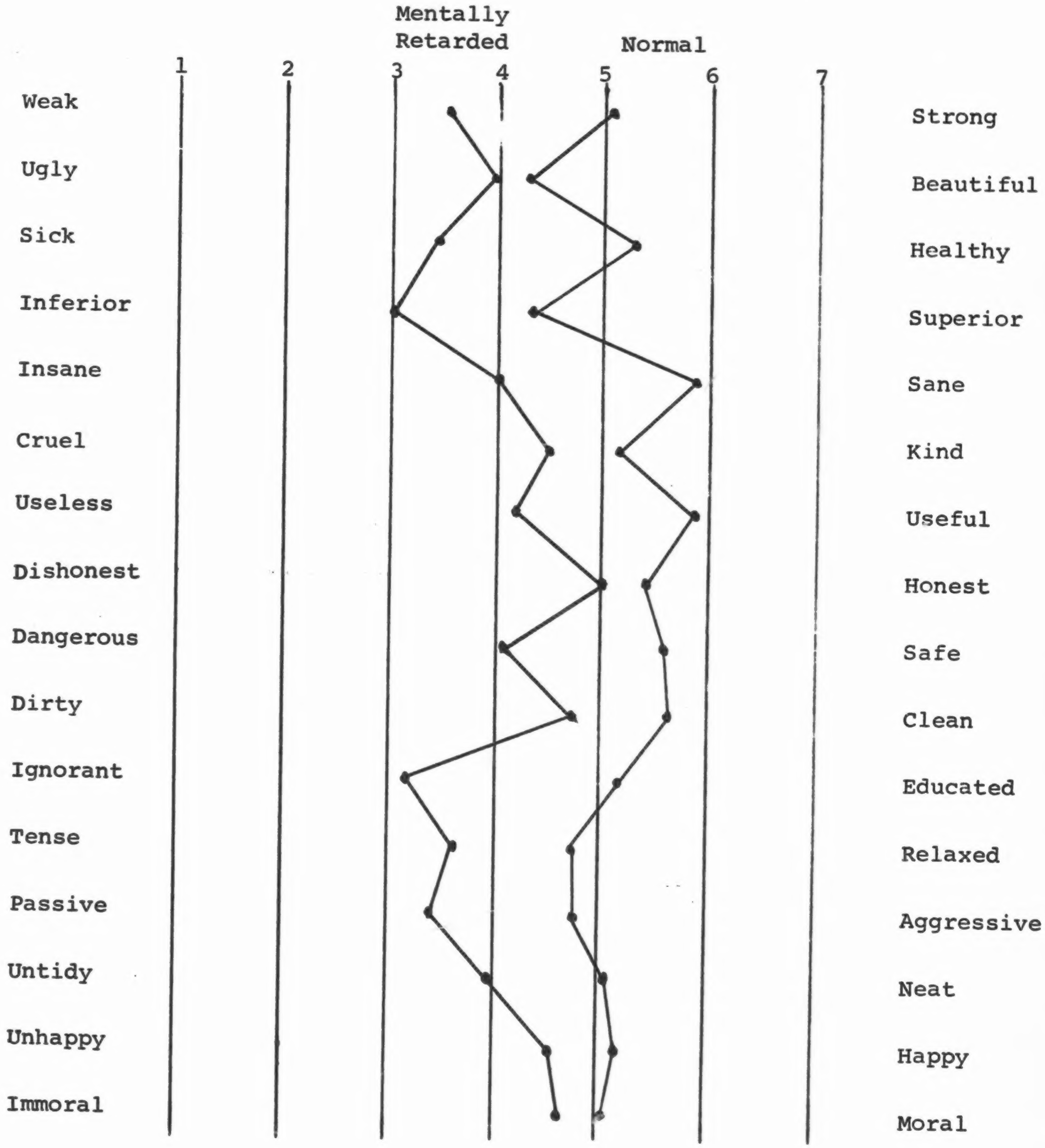
Semantic Differential
Variable: Geographic Area 2
Middle Atlantic States*



*See narrative section
for statistical analysis

Figure G-2

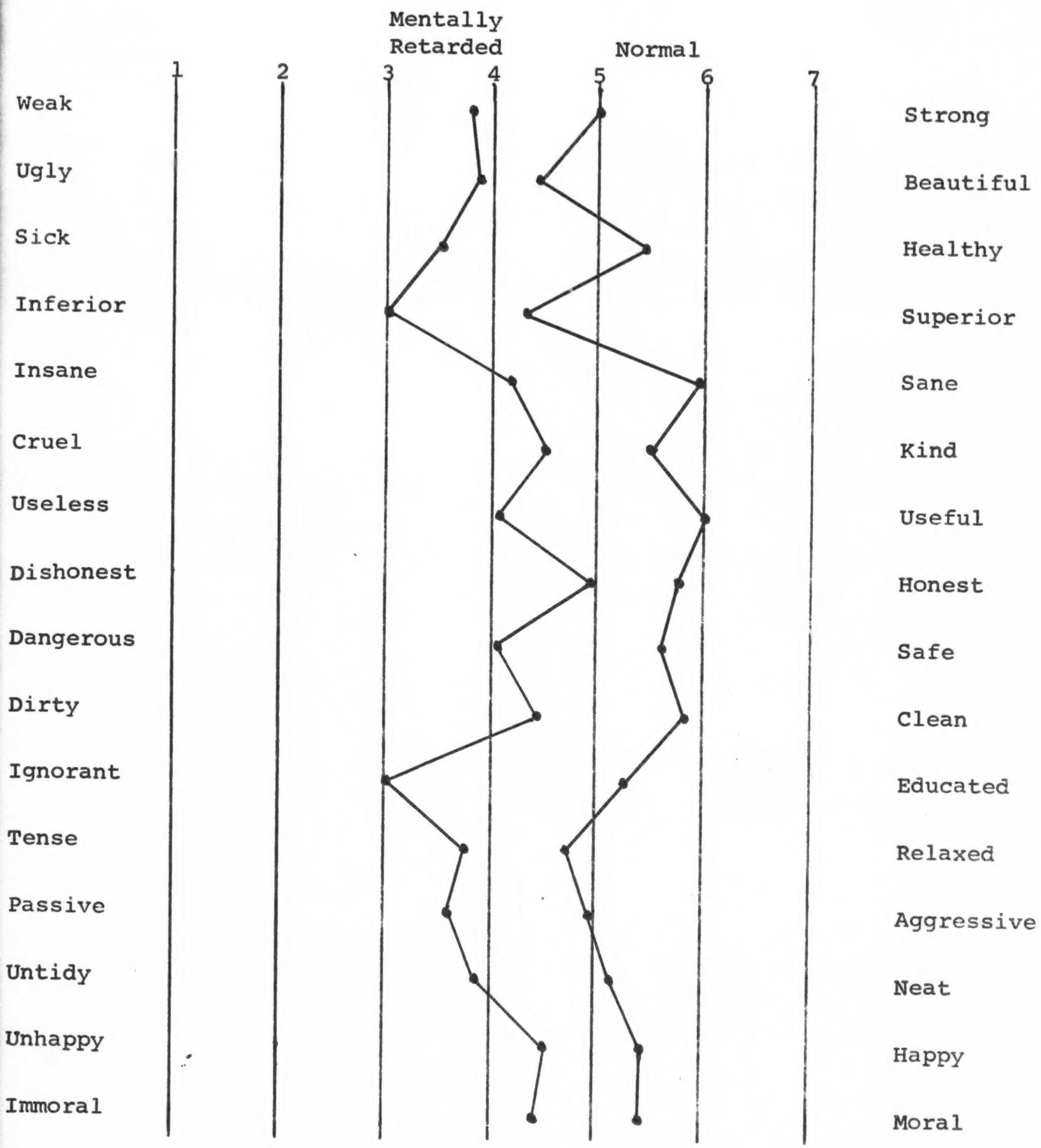
Semantic Differential
Variable: Geographic Area 3
East North Central States*



*See narrative section
for statistical anaylsis

Figure G -3

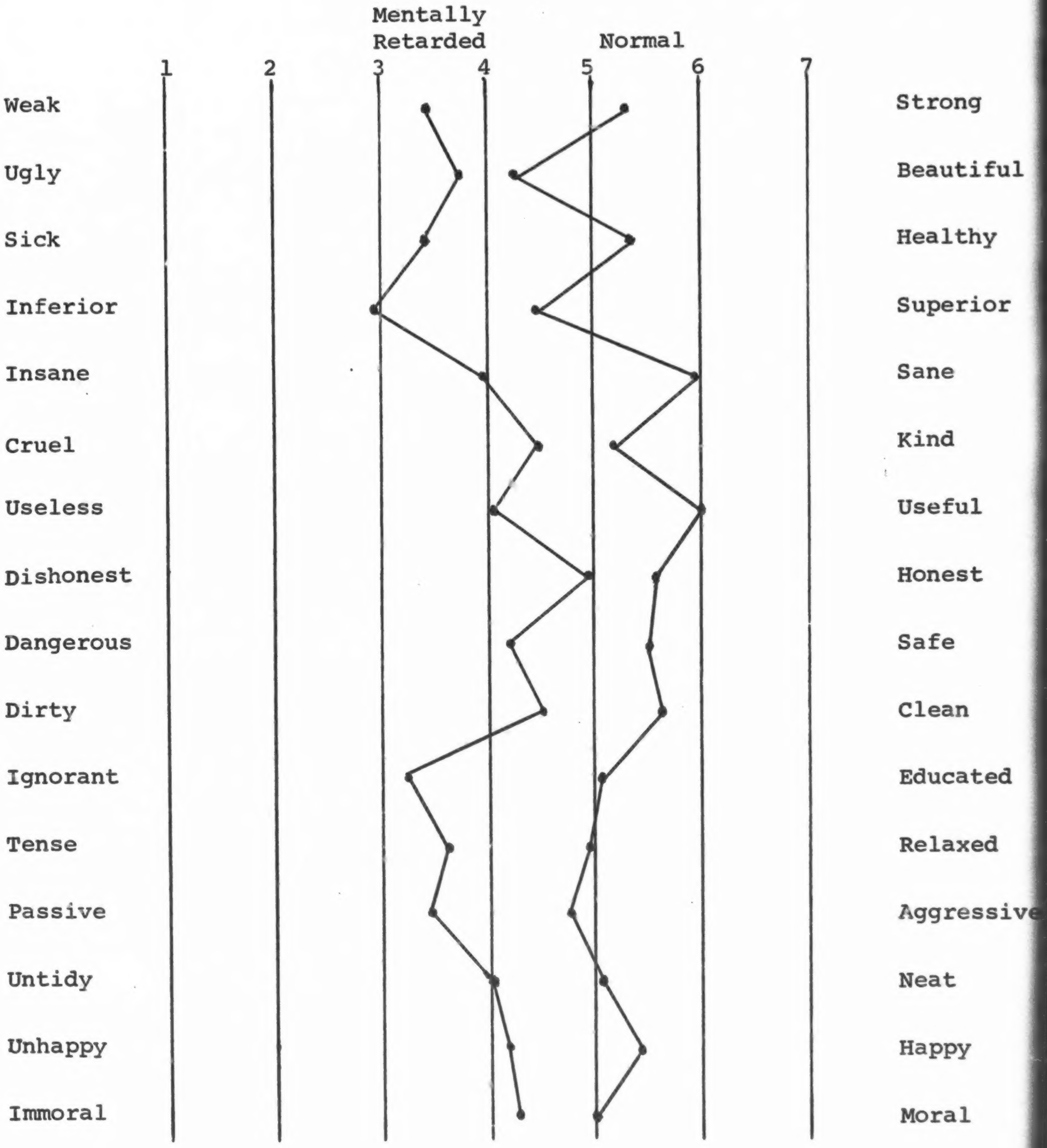
Semantic Differential
Variable: Geographic Area 4
West North Central States*



*See narrative section
for statistical analysis

Figure G-4

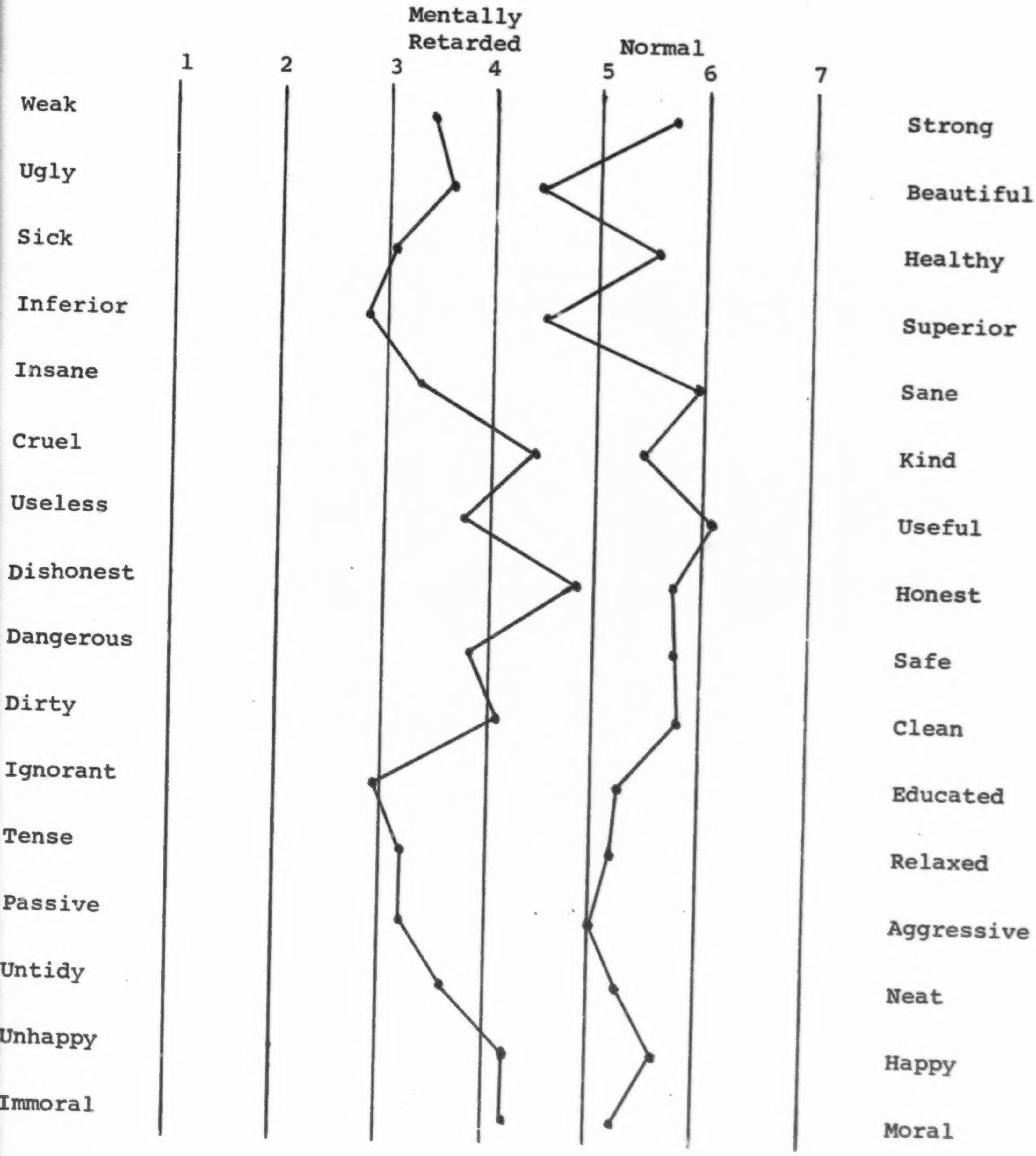
Semantic Differential
Variable: Geographic Area 5
South Atlantic States*



*See narrative section
for statistical analysis

Figure G-5

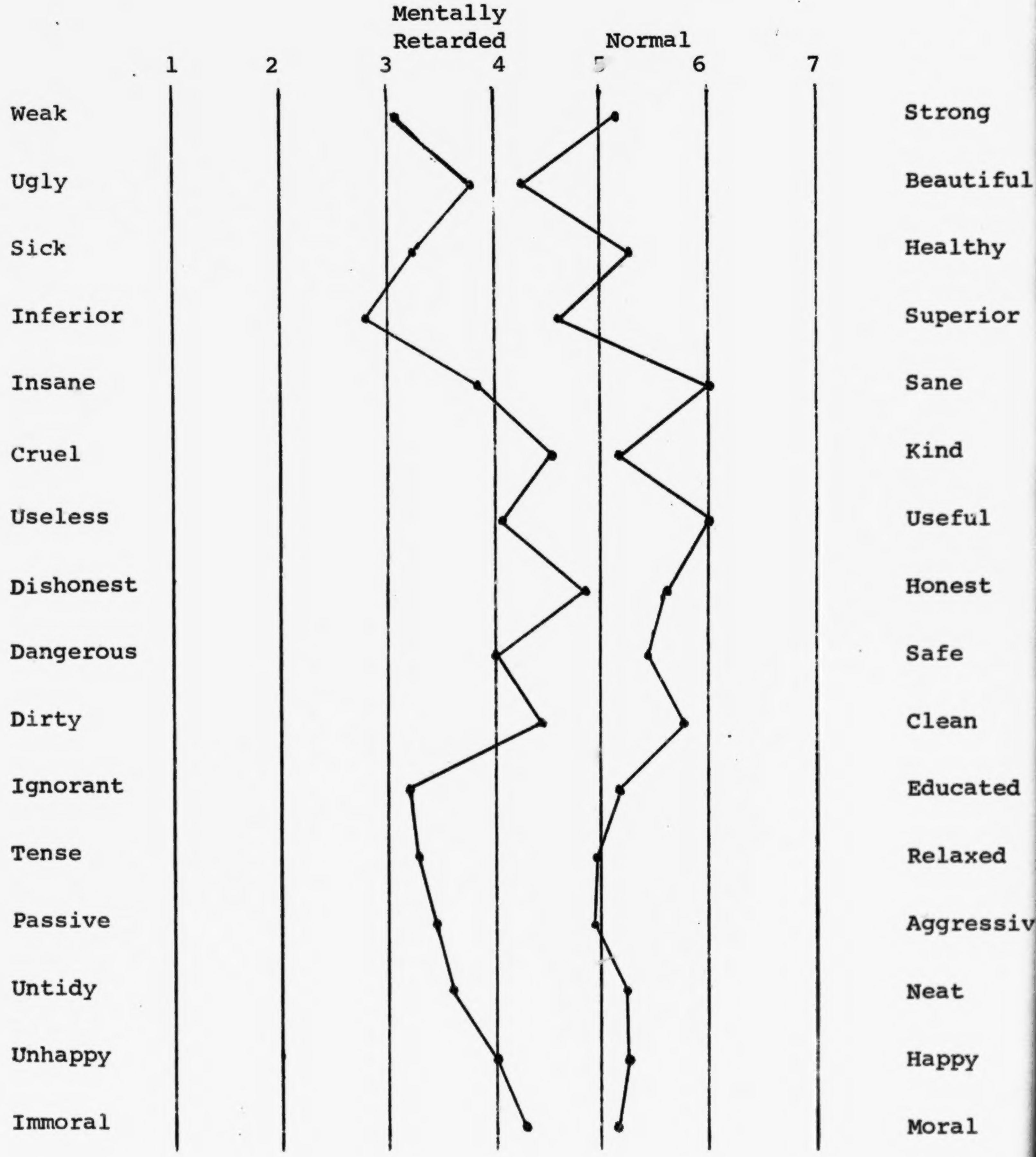
Semantic Differential
Variable: Geographic Area 6
East South Central States*



*See narrative section
for statistical analysis

Figure G-6

Semantic Differential
Variable: Geographic Area 7
West South Central States*

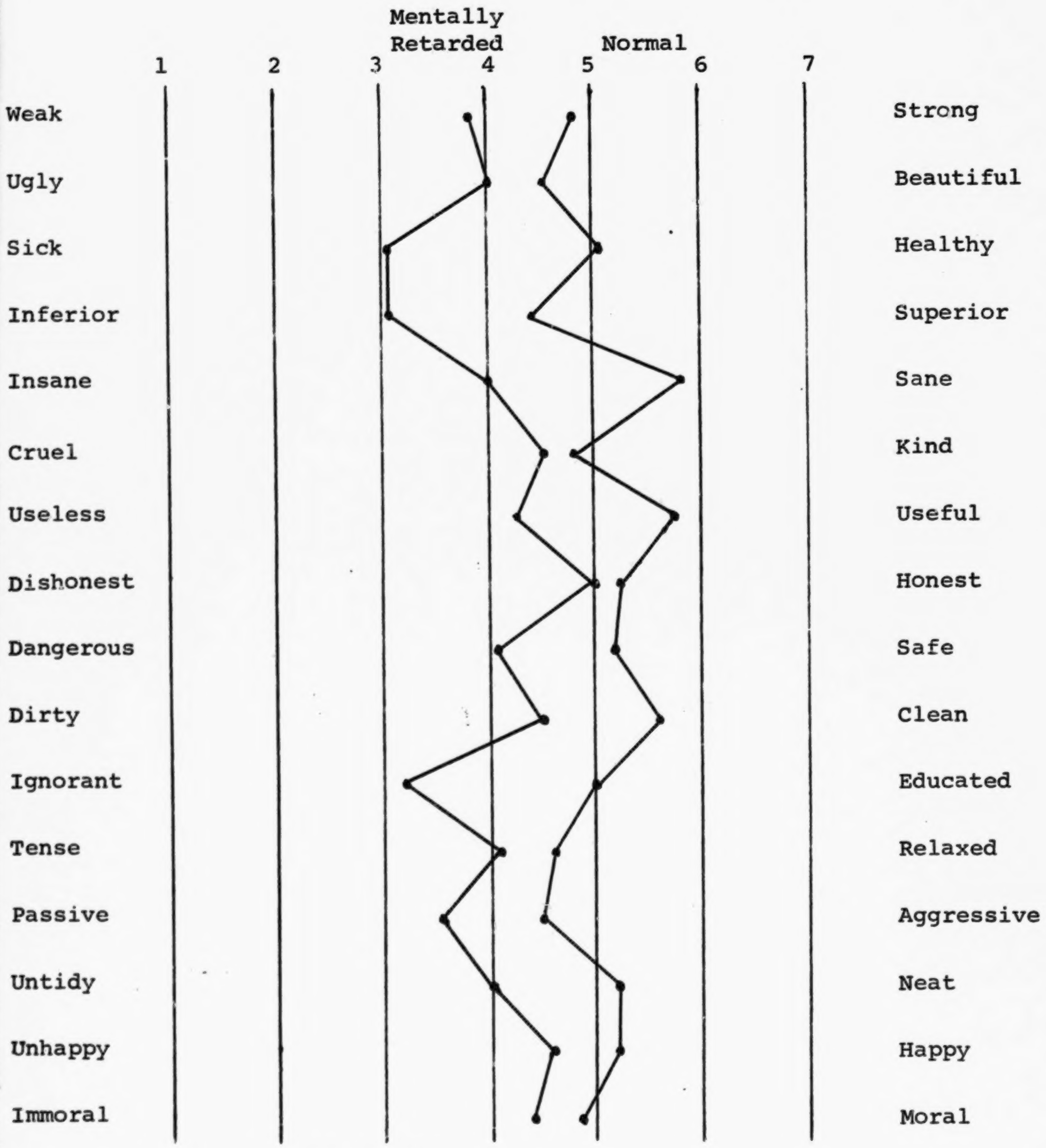


*See narrative section for statistical analysis

Figure G-7

4

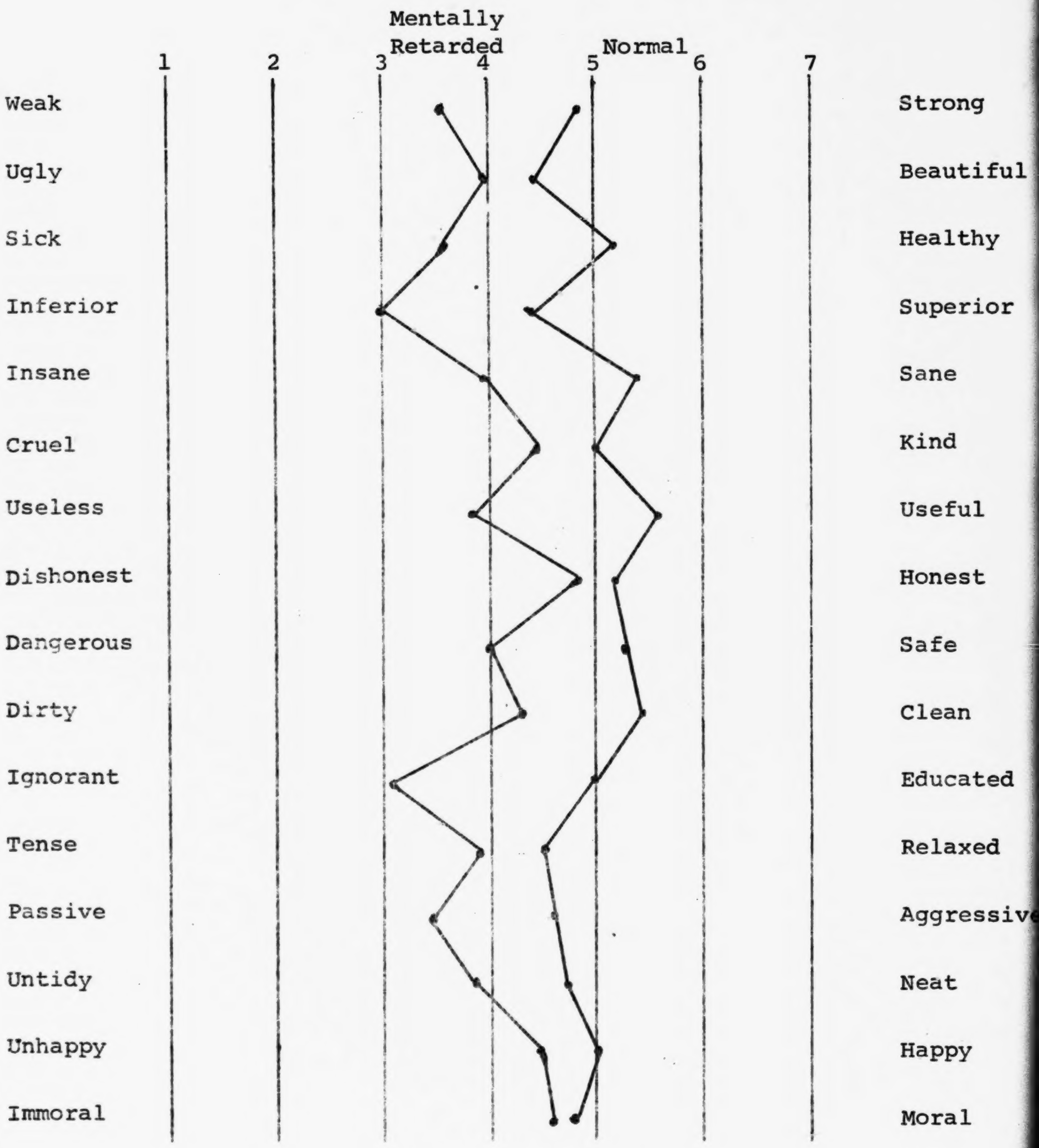
Semantic Differential
Variable: Geographic Area 8
Mountain States*



*See narrative section
for statistical analysis

Figure G-8

Semantic Differential
Variable: Geographic Area 9
Pacific States*



*See narrative section
for statistical analysis

Figure G-9

VARIABLE: RELIGION

SAMPLE DISTRIBUTION

The sample distribution for the variable "religion" indicated in Table Rel. -1. Statistical analysis was applied to this spread. For practical considerations, tabular presentation was restricted to the religions indicated in Table Rel.-1a.

TABLE Rel.-1

VARIABLE: RELIGION OF RESPONDENTS*

Protestant	Roman Catholic	Jewish	Other	None/ Not Answered	
951	365	45	28	42	N = 1431

*Eighty-four (84) respondents who never heard of mental retardation were deleted. See Table 18.

TABLE Rel.-1a

VARIABLE: RELIGIOUS GROUPINGS**

Protestant	Catholic	Jewish
N = 951	N = 365	N = 45

**By using three religious groupings, 70 respondents are omitted in tabular presentations

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Answers indicating whether or not the respondents had read or heard about mental retardation in the past few months were not effected by the religion of the respondents. Answers identifying sources of information about mental retardation disclosed no significance when analyzed by the same variable (Tables Rel.-2, Rel.-2a)

TABLE Rel.-2

HAS RESPONDENT HEARD/READ ABOUT MENTAL RETARDATION IN LAST FEW MONTHS?

Yes	No	
711	240	= P
253	112	= C
36	9	= J

Protestant (P) N = 951
Catholic (C) N = 365
Jewish (J) N = 45

TABLE Rel.-2a

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Newspaper	Magazine	Books	Radio	Television	Movies	Lectures/ Talks	Family/ Friends	Conver-sation	
378	293	53	138	493	37	46	136	196	= P
126	102	15	46	183	11	11	61	66	= C
24	16	3	12	23	5	3	10	10	= J

Protestant (P) N = 1770
Catholic (C) N = 621
Jewish (J) N = 106

TABLE Rel.-2b

HAS RESPONDENT EVER HEARD OF MENTAL RETARDATION ?

Yes	No	
712	239	= P
255	110	= C
36	9	= J

Protestant (P) N = 951
Catholic (C) N = 365
Jewish (J) N = 45

INCIDENCE OF MENTAL RETARDATION

No significant differences in respondent estimates for the incidence of mental retardation was found when answers were analyzed by the variable "religion." (Table Rel.-3) (Since the focus of this study is upon mental retardation, other disability areas are not discussed in this report).

TABLE Rel.-3

RESPONDENT ESTIMATE FOR INCIDENCE OF VARIOUS DISABILITIES
(PER 1000 POPULATION)

	Zero (0)	One (1)	Two-Four (2-4)	Five-Nine (5-9)	Ten-Twenty-Four(10-24)	Twenty-Five-Forty-Nine (25-49)	Fifty-Ninety-Nine (50-99)	One Hundred-Two Hundred Ninety Nine (100-299)	Three Hundred & Over (300 +)	Don't Know	
ental	1	113	54	193	329	94	58	62	26	21	= P
etardation	0	47	27	71	130	37	17	23	5	8	= C
	0	7	1	8	14	4	6	4	1	0	= J
lindness	1	182	113	227	199	83	37	49	18	42	
	2	79	52	95	67	28	10	12	3	17	
	0	7	4	14	5	6	2	6	1	0	
erebral	3	193	133	210	176	67	40	34	13	82	
alsy	3	67	61	85	75	21	13	10	2	28	
	1	12	3	7	7	8	2	4	0	1	
aralytic	6	266	146	184	145	68	42	21	11	62	
olio	7	111	51	71	52	27	11	10	1	24	
	2	17	4	5	7	2	3	4	0	1	
heumatic	2	113	103	198	248	101	48	63	22	53	
eart Disease	3	43	52	83	82	38	21	19	4	20	
	1	8	5	11	4	5	6	4	0	1	

rotestant (P) N = 951
atholic (C) N = 365
ewish (J) N = 45

CAUSES OF MENTAL RETARDATION

Answers identifying causes of mental retardation differed significantly (.05) when analyzed by the religion of the respondents (Rel.-4).

TABLE Rel.-4

CAUSES OF MENTAL RETARDATION
(IDENTIFIED BY RESPONDENTS)

Heredity	Birth Injury	Disease / Illness	Accident / Trauma	Pre-Natal Factors	
282	401	176	142	299	= P
83	150	60	64	120	= C
19	28	5	8	14	= J

Protestant (P) N = 1300
Catholic (C) N = 477
Jewish (J) N = 74

PREVENTION OF MENTAL RETARDATION

The variable "religion" was significant (.05) when applied to the query "Can mental retardation be prevented?" There was no significance, however, when the same variable was applied to responses identifying means by which mental retardation could be prevented (Tables Rel.-5, Rel.-5a).

TABLE Rel.-5

CAN MENTAL RETARDATION BE PREVENTED?

Yes	No	No Response	
426	518	7	= P
158	202	5	= C
29	16	0	= J

Protestant (P) N = 951
Catholic (C) N = 365
Jewish (J) N = 45

TABLE Rel.-5a

HOW TO PREVENT MENTAL RETARDATION (BASED UPON 613 "YES" ANSWERS)

Pre-Natal Care of Mother	Better Obstetrics	Sterilize Unfit Parent	Better Diet/ Nutrition	Research	Vague Responses Re: Parental Habits	Religion	P.K.U. Test	Other/Don't Know
163	53	18	15	33	27	3	26	118 = P
65	15	0	6	11	9	1	19	59 = C
10	3	0	2	3	2	0	4	14 = J

Protestant (P) N = 456*
Catholic (C) N = 185*
Jewish (J) N = 38*

*Includes multiple responses

"SOCIAL WORTH" OF MENTAL RETARDATES

When analyzed by the religion of respondents, answers to a series of statements grouping the mentally retarded on perceived social worth displayed significant differences on the proportion of mental retardates who would make good employees (.05); and, the proportion of mental retardates who would make good parents (.01) (Table Rel.-6).

PARTICIPATION IN VARIOUS ROLES/ACTIVITIES/FUNCTIONS

Significant differences in responses reflecting subjects' attitudes towards various roles/activities/functions for the mentally retarded were evidenced when this area was explored by the "religion" variable. Specific statements indicated whether the mentally retarded should:

Go downtown alone (.05)

Get medical care at regular hospitals (.05)

Drink liquor (.01)

Marry (.01)

Have a family (children) (.01)

(Table Rel.-7)

TABLE Rel.-6

PERCEIVED SOCIAL WORTH OF THE MENTALLY RETARDED

What proportion of mental retardates would make good:	Almost All	Most	Some	Only A Few	None	Don't Know	Not Answered	
Employees	94	202	419	195	26	13	2	= P
	28	97	167	66	5	1	1	= C
	6	9	19	9	1	1	0	= J
Neighbors	161	313	310	128	18	19	2	
	65	133	112	44	3	6	2	
	6	15	20	2	1	1	0	
Friends	169	275	317	148	19	21	2	
	74	112	116	50	3	6	4	
	6	9	16	8	4	2	0	
Citizens	181	297	293	132	24	22	2	
	87	120	101	41	9	4	3	
	12	11	16	8	4	2	0	
Parents	28	57	219	318	284	42	3	
	14	38	105	104	80	20	4	
	4	4	17	14	5	1	0	
Husbands/Wives	36	84	264	310	203	50	4	
	15	36	123	102	67	20	2	
	3	4	16	16	4	2	0	

Protestant (P) N = 951
Catholic (C) N = 365
Jewish (J) N = 45

RANKING SERVICES FOR THE MENTALLY RETARDED

The religion of respondents was not a significant factor in ranking the most important services for the mentally retarded (Table Rel.-8).

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

Significance at the .01 level was evidenced when responses indicating whether subjects knew of groups/associations working to help the mentally retarded were analyzed by the "religion" variable; however, no significance was evidenced in answers indicating whether the respondents had participated in a program or a drive to help the mentally retarded (Tables Rel.-9, Rel.-9a).

TABLE Rel.-7

RESPONDENTS' ATTITUDE TOWARDS VARIOUS ROLES/ACTIVITIES/FUNCTIONS FOR THE MENTALLY RETARDED

Should Mental Retardates:	Yes	No	Don't Know	Not Answered
Go Downtown Alone	286	598	65	2 = P
	118	225	20	2 = C
	23	17	5	0 = J
Get Medical Care At Regular Hospitals	776	152	22	1
	297	65	2	1
	44	1	0	0
Use Public Beaches and/or Playgrounds	709	214	24	4
	278	72	13	2
	37	6	2	0
Drink Liquor	47	870	33	1
	30	315	19	1
	13	30	1	1
Drive A Car	108	790	50	3
	57	295	12	1
	8	36	1	0
Vote	361	510	77	3
	151	184	27	3
	23	20	2	0
Marry	305	571	70	5
	128	202	34	1
	23	15	7	0
Have A Family (Children)	171	704	74	2
	92	236	36	1
	16	23	5	1

Protestant (P) N = 951
Catholic (C) N = 365
Jewish (J) N = 45

GROUPING THE MENTALLY RETARDED

The religion of respondents significantly effected answers grouping the proportion of mentally retardates that:

Look differently (.01)

Should be in institutions (.01)

Should be cared for at home (.05)

Can be self supporting (.05)
(Table Rel.-10)

TABLE Rel.-8

RATING OF MOST IMPORTANT SERVICES FOR THE MENTALLY RETARDED

	Special Classes / Education	Research (Study Causes)	Foster Homes	Counseling for Parents of Retardates	Institutions	Centers Where Retardates Can Learn Jobs	Day Care Centers	Not Answered	
Most Important	395	267	21	98	42	109	7	12	= P
	154	103	11	30	24	35	4	4	= C
	22	13	0	3	3	3	1	0	= J
Second Most Important	265	209	47	179	41	182	18	10	
	109	92	13	62	14	64	6	5	
	15	16	0	4	1	9	0	0	
Third Most Important	117	167	64	181	66	295	49	12	
	42	77	17	83	24	101	17	4	
	4	7	3	11	2	13	5	0	

Protestant (P) N = 951
Catholic (C) N = 365
Jewish (J) N = 45

TABLE Rel.-9

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

Has respondent heard of such organizations?

Yes	No	
559	392	= P
216	149	= C
39	6	= J

Protestant (P) N = 951
Catholic (C) N = 365
Jewish (J) N = 45

TABLE Rel.-9a

PARTICIPATION IN A PROGRAM OR DRIVE TO HELP THE MENTALLY RETARDED (BASED UPON 814 "YES" ANSWERS)

Has respondent participated in such activity?

		Yes	No	
Protestant	(P) N = 359	263	296	= P
Catholic	(C) N = 216	88	128	= C
Jewish	(J) N = 45	18	21	= J

TABLE REL.-10

GROUPING OF THE MENTALLY RETARDED ON VARIOUS STATEMENTS

What proportion of Mental Retardates:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Look Differently	186	220	296	207	32	10	0	=P
	61	87	109	92	13	3	0	=C
	1	4	24	15	1	0	0	=J
Are Mentally Ill or Insane	37	71	274	449	63	54	3	
	23	22	101	167	28	23	1	
	0	0	12	23	6	2	2	
Can Live "Normal" Lives	98	313	349	161	13	14	3	
	44	148	121	39	9	3	1	
	4	19	18	4	0	0	0	
Should Be In Institutions	34	96	336	436	23	23	3	
	13	14	154	159	16	9	0	
	1	2	11	27	2	1	1	
Had Mentally Retarded Parents	12	32	260	450	83	111	3	
	0	12	87	181	37	47	1	
	0	2	11	17	9	6	0	
Can Have Normal Children	69	149	265	226	112	127	3	
	43	54	95	80	29	62	2	
	4	6	16	11	1	7	0	
Should Be Cared For at Home	82	233	381	188	48	15	4	
	35	105	138	64	17	5	1	
	2	16	14	10	1	2	0	
Can Be Self-Supporting	43	191	379	277	48	12	1	
	16	82	162	80	16	8	1	
	1	12	22	8	1	1	0	
Cannot Ever Learn To Do Anything For Themselves	21	38	204	624	49	15	0	
	3	17	85	228	27	5	0	
	0	6	13	23	3	0	0	

Protestant (P) N = 951
Catholic (C) N = 365
Jewish (J) N = 45

TABLE REL.-11

AGREEMENT UPON MISCELLANEOUS STATEMENTS REGARDING THE MENTALLY RETARDED

	Agree Strongly	Agree	Disagree	Disagree Strongly	Don't know	Not Answered	
MR Never Know They Differ From Other People	59	300	456	104	31	1	=P
	25	125	171	32	12	0	=C
	2	8	22	7	6	0	=J
MR Children Have A Right to Public Education	284	523	106	27	8	4	
	122	196	38	5	3	0	
	22	20	2	1	0	0	
A MR Adult Living In Neighborhood Would Tend to Lower Property Values	11	89	486	338	26	1	
	4	16	167	173	4	1	
	0	1	28	16	0	0	
Programs For MR Are Too Expensive In Relation to What the MR Gains From Them	17	116	460	281	77	0	
	9	29	184	115	28	0	
	2	3	24	14	2	0	
A MR Youth Should Not Expect to Participate in Teenage Community Activities	15	209	523	152	51	1	
	5	71	217	57	14	1	
	0	9	25	9	2	0	
You Can Usually Tell A MR By His Looks/ Appearance	85	446	324	80	16	0	
	33	149	140	38	5	0	
	0	12	29	3	1	0	
Most Parents of MR Can Have Other Normal Children	346	545	29	8	20	3	
	148	200	4	1	12	0	
	20	25	0	0	0	0	
Parents Should Allow Normal Child To Play With MR Child	202	614	100	5	27	3	
	79	248	27	2	9	0	
	10	28	7	0	0	0	
I Would Not Want My Child To Attend A School That Also Has Classes for MR Child	14	86	517	300	12	2	
	1	28	195	134	7	0	
	0	4	27	14	0	0	
Most People Feel Uncomfortable In The Presence of MR Person	61	511	300	52	24	0	
	24	168	143	20	10	0	
	21	24	17	1	1	0	

Protestant (P) N = 951
Catholic (C) N = 365
Jewish (J) N = 45

TABLE REL.-12

GROUPING THE MENTALLY RETARDED ON VARIOUS ROLES/ABILITIES

What Proportion of Mental Retardates Can:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Learn To Read And Write	151	321	341	118	3	16	1	=P
	56	145	134	26	1	3	0	=C
	8	17	17	2	0	1	0	=J
Learn To Add And Subtract	97	267	379	181	10	6	1	
	32	128	153	48	2	2	0	
	4	18	17	6	0	0	0	
Learn To Feed Themselves	343	447	129	27	0	3	0	
	120	191	48	5	0	1	0	
	16	20	9	0	0	0	0	
Learn To Dress Themselves	308	438	158	39	1	6	1	
	107	195	55	7	0	1	0	
	15	23	7	0	0	0	0	
Learn To Use Public Trans.	97	247	364	188	30	16	4	
	38	115	143	63	3	3	0	
	7	13	17	7	1	1	1	
Learn To Do Simple Sewing	95	263	402	159	19	8	5	
	38	129	142	48	2	5	1	
	7	16	16	5	0	1	0	
Learn To Drive A Car	23	51	283	352	210	30	2	
	7	32	115	114	91	6	0	
	2	5	12	15	5	6	0	
Learn To Dance	128	281	321	178	26	15	0	
	59	126	119	53	4	4	0	
	9	14	13	8	0	1	0	
Have A Regular Job	48	194	411	226	48	20	4	
	20	93	169	72	9	2	0	
	7	12	15	7	2	2	0	

Protestant (P) N = 951
Catholic (C) N = 365
Jewish (J) N = 45

MISCELLANEOUS STATEMENTS ABOUT THE MENTALLY RETARDED

The extent of agreement upon the following statements about the mentally retarded differed significantly when analyzed by the religion of respondents:

> Mental retardates never know they differ from other people (.05)
>
> A mentally retarded adult living in the neighborhood would tend to lower property values (.05)
>
> You can usually tell a retarded by his looks/appearance (.01)
>
> (Table Rel.-11)

RATING THE MENTALLY RETARDED ON ABILITY TO PERFORM VARIOUS FUNCTIONS

The variable "religion" elicited significantly different responses in grouping the proportion of mental retardates who could learn to drive a car (.05); and, in grouping the proportion of mental retardates who could have a regular job (.01) (Table Rel.-12).

"CURES FOR MENTAL RETARDATION

No significant differences in responses were evidenced when the question "Can mental retardation be cured?" was analyzed by the variable "religion" (Table Rel.-13).

TABLE Rel.-13

CAN MENTAL RETARDATION BE CURED?

Yes	No	Not Answered
119	823	9 = P
51	308	6 = C
8	37	0 = J

Protestant (P) N = 951
Catholic (C) N = 365
Jewish (J) N = 45

SEMANTIC DIFFERENTIAL

Figure Rel.-1 graphically presents mean responses by Protestant, Catholic, and Jews on word pairs in the semantic differential. In all cases, analysis indicated that each of these religions ranked the mentally retarded significantly lower (.01) than they ranked a normal person. (Practical consideration has prevented analysis of these scores by the variable "religion").

For both the "mentally retarded" and "normal" semantic differential, no significant differences were evidenced in statements indicating whether the respondents were thinking of a child or adult; a male or female. (Tables Rel.-14, Rel.-14a, Rel. -15, Rel.-15a).

TABLE Rel.-14
SEMANTIC DIFFERENTIAL
NORMAL

Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Not Answered	
	45	605	115	172	1	13	= P
	22	249	38	49	1	6	= C
	1	27	4	13	0	0	= J

Protestant (P) N = 951
Catholic (C) N = 365
Jewish (J) N = 45

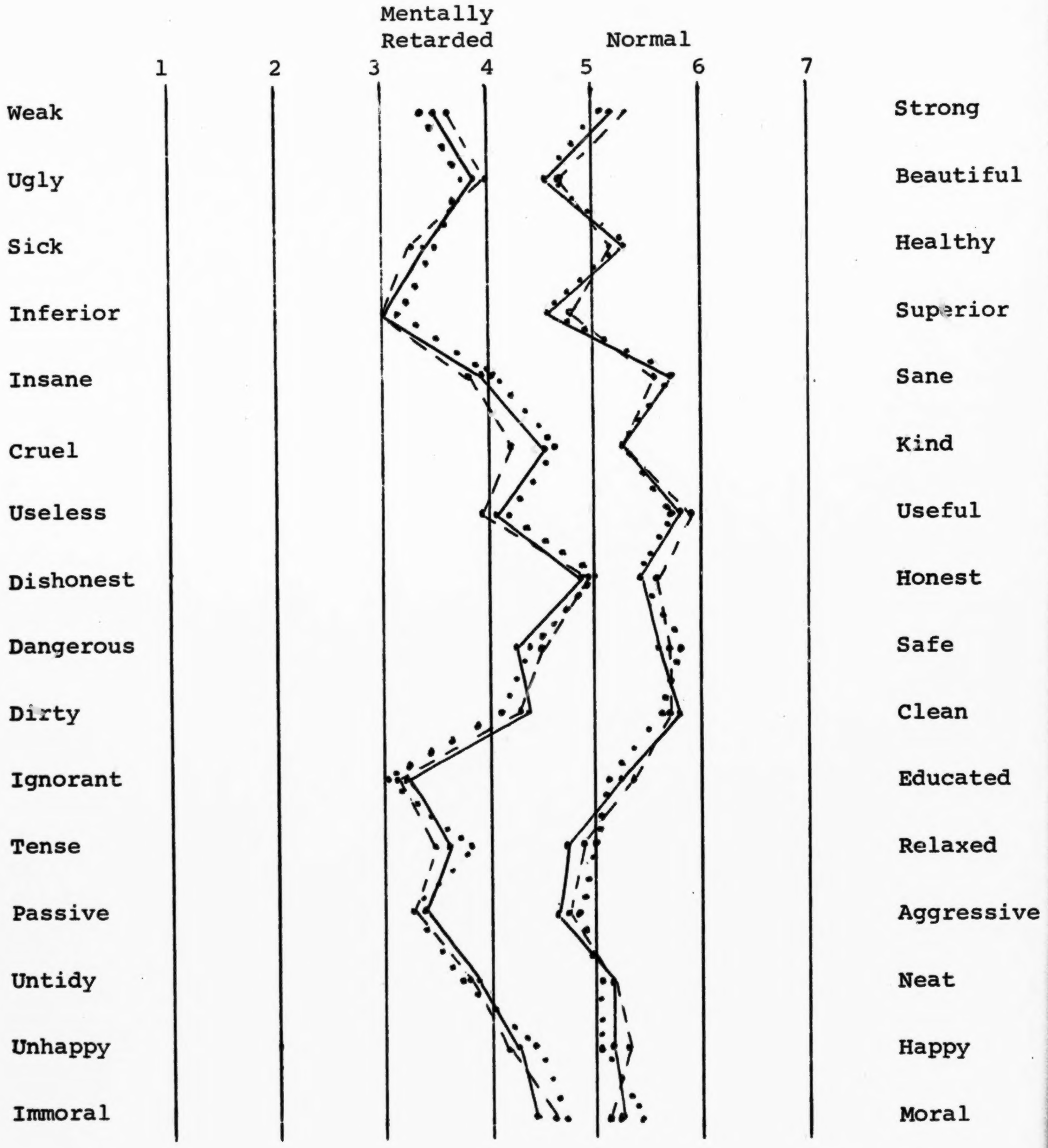
TABLE Rel.-14a

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Not Answered	
	173	60	378	323	2	15	= P
	94	21	134	109	1	6	= C
	6	4	15	19	1	0	= J

Protestant (P) N = 951
Catholic (C) N = 365
Jewish (J) N = 45

Semantic Differential

Variable: Religion*



* See narrative section for statistical analysis

Figure Rel.-1

TABLE Rel.-15

SEMANTIC DIFFERENTIAL RETARDED

Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Not Answered	
	350	263	165	145	2	18	= P
	143	102	57	57	1	5	= C
	13	11	9	11	0	1	= J

Protestant (P) N = 951
Catholic (C) N = 365
Jewish (J) N = 45

TABLE Rel.-15a

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Not Answered	
	195	79	383	272	3	19	= P
	89	40	130	100	1	5	= C
	8	5	15	15	0	2	= J

Protestant (P) N = 951
Catholic (C) N = 365
Jewish (J) N = 45

RESPONDENTS ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

The religion of respondents did not have a significant impact upon answers indicating whether or not the subject felt that they knew a mentally retarded person. (Table Rel.-16).

TABLE Rel.-16

RESPONDENTS' ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

Respondent knows a mentally retarded person:	Yes	No	Not Answered	
	789	158	4	= P
	292	73	0	= C
	36	9	0	= J

Protestant (P) N = 951
Catholic (C) N = 365
Jewish (J) N = 45

ANALYSIS OF SEMANTIC DIFFERENTIAL

GENERAL ANALYSIS

Profiles graphically displaying respondents' rankings for both the mentally retarded and normal individuals on the semantic differential are presented for the total sample group as well as for each of the independent variables. Accompanying these figures are narrative interpretations indicating the statistical significance. (See index for appropriate pages)

Also included for the total sample and each of the variables are tabular data and interpretations indicating whether the respondent was thinking of a child or adult; a male or female, when answering the semantic differential. (See index for appropriate pages)

FACTOR ANALYSIS

Tabular data relevant to factor analysis of the semantic differential are presented in Tables SD1, SD2, SD3 and SD4.

Varimax rotation disclosed loadings on three factors. Double loadings (mentally retarded and normal) occured on factor one (which appears to represent "overt" characteristics) and on factor two (which appears to represent "covert" characteristics). A third factor (which appeared to be "evaluative-judgmental" in nature) loaded only for the normal.

SEMANTIC DIFFERENTIAL POLARITIES WITHIN NORMAL GROUP

COLUMN =	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
ROW 1	1.00															
ROW 2	-.04	1.00														
ROW 3	.49	-.02	1.00													
ROW 4	-.02	.36	-.04	1.00												
ROW 5	.32	.00	.44	-.05	1.00											
ROW 6	-.09	.36	-.19	.37	-.20	1.00										
ROW 7	.37	-.06	.44	-.07	.50	-.29	1.00									
ROW 8	.39	-.02	.39	-.05	.41	-.30	.57	1.00								
ROW 9	-.05	.31	-.16	.35	-.26	.64	-.26	-.29	1.00							
ROW 10	.34	-.08	.40	-.06	.43	-.25	.60	.63	-.28	1.00						
ROW 11	-.11	.35	-.12	.38	-.19	.56	-.26	-.25	.58	-.26	1.00					
ROW 12	.32	.03	.34	.01	.33	-.21	.40	.48	-.14	.46	-.14	1.00				
ROW 13	.33	.08	.30	.04	.28	-.04	.29	.33	-.01	.32	-.06	.35	1.00			
ROW 14	-.12	.35	-.16	.36	-.23	.56	-.27	-.29	.60	-.35	.61	-.21	-.09	1.00		
ROW 15	.40	-.03	.43	-.04	.38	-.27	.51	.62	-.18	.57	-.25	.58	.41	-.28	1.00	
ROW 16	-.03	.34	-.14	.34	-.23	.52	-.24	-.30	.56	-.28	.53	-.17	-.02	.60	-.25	1.00

TABLE SD-2
CORRELATIONAL MATRIX
SEMANTIC DIFFERENTIAL POLARITIES WITHIN RETARDED GROUP

COLUMN =	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
ROW 1	1.00															
ROW 2	.10	1.00														
ROW 3	.44	.05	1.00													
ROW 4	.04	.35	-.00	1.00												
ROW 5	.31	.05	.39	.03	1.00											
ROW 6	.20	.37	.12	.23	.03	1.00										
ROW 7	.28	-.05	.34	-.02	.42	-.06	1.00									
ROW 8	.19	.06	.23	.10	.38	-.15	.45	1.00								
ROW 9	.10	.41	.01	.27	-.07	.52	-.12	-.16	1.00							
ROW 10	.19	-.05	.24	.05	.41	-.12	.48	.50	-.14	1.00						
ROW 11	.02	.39	-.03	.49	.01	.31	-.11	.05	.38	-.09	1.00					
ROW 12	.18	.12	.30	.05	.26	.01	.15	.21	.02	.22	.05	1.00				
ROW 13	.25	.24	.22	.01	.29	.25	.23	.16	.25	.19	.08	.14	1.00			
ROW 14	.05	.40	.03	.36	.00	.40	-.10	-.05	.44	-.22	.49	.04	.18	1.00		
ROW 15	.23	.09	.34	.09	.30	-.01	.25	.28	-.06	.28	.05	.47	.17	.03	1.00	
ROW 16	.11	.33	.05	.27	.01	.44	-.00	-.11	.44	-.09	.30	.08	.26	.41	-.02	1.00

(NORMAL)

COLUMN =	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
ROW 1	.01	.14	.04	.14	.01	.16	.02	.03	.14	.05	.17	.05	.11	.15	.04	.12
ROW 2	.04	.27	.07	.20	.06	.19	.01	.04	.18	-.00	.22	.06	.04	.19	.02	.21
ROW 3	.02	.16	.02	.11	.02	.15	.06	.09	.13	.09	.15	.09	.13	.14	.09	.13
ROW 4	.11	.05	.13	.08	.21	.00	.16	.14	-.01	.16	.05	.10	.09	.01	.08	.01
ROW 5	.06	.13	.11	.18	.12	.08	.11	.12	.09	.15	.10	.10	.17	.11	.12	.08
ROW 6	.01	.23	-.02	.16	-.01	.23	-.02	-.01	.23	-.03	.28	.05	.03	.26	-.03	.21
ROW 7	.14	.11	.10	.15	.11	.08	.18	.19	.05	.18	.06	.19	.18	.04	.18	.08
ROW 8	.16	.03	.18	.06	.16	-.01	.26	.25	-.05	.31	.01	.22	.20	-.04	.24	-.01
ROW 9	.08	.21	.03	.11	.02	.21	-.03	-.03	.24	-.08	.22	.03	.07	.27	-.00	.29
ROW 10	.23	.06	.21	.14	.17	.03	.22	.27	.01	.30	.01	.22	.22	-.06	.25	-.02
ROW 11	.04	.12	.08	.09	.13	.05	.10	.05	.06	.05	.15	.04	.05	.12	.03	.10
ROW 12	-.01	.17	.02	.12	-.02	.16	-.02	.02	.14	.02	.18	.03	.08	.19	-.01	.13
ROW 13	.05	.19	.03	.19	.01	.18	-.02	.02	.17	.02	.23	.12	.03	.21	.03	.25
ROW 14	.01	.16	.03	.16	.03	.20	.01	-.01	.16	.01	.22	.00	.04	.23	-.03	.18
ROW 15	.02	.18	.04	.12	.04	.07	.05	.10	.05	.10	.10	.11	.11	.07	.11	.03
ROW 16	.06	.19	-.01	.25	-.03	.22	-.05	.00	.24	-.03	.24	.07	.09	.26	-.03	.30

TABLE SD - 4

VARIMAX ROTATION

	Factor 1 (Normal)	Factor 1' (Retarded)	Factor 2 (Normal)	Factor 2' (Retarded)	Factor 3 (Normal)
1. Strong - Weak	-.59	.45	.03	-.11	.35
2. Ugly - Beautiful	-.02	.07	.45	-.57*	.26
3. Healthy - Sick	-.61*	.55*	-.07	-.04	.38
4. Inferior - Superior	-.02	.07	.48	-.56*	.27
5. Sane - Insane	-.55*	.61*	-.20	.01	.36
6. Cruel - Kind	.20	-.03	.71*	-.57*	.55*
7. Useful - Useless	-.67*	.56*	-.23	.17	.52*
8. Honest - Dishonest	-.71*	.56*	-.23	.08	.57*
9. Dangerous - Safe	.15	-.14	.76*	-.61*	.60*
10. Clean - Dirty	-.68*	.55*	-.26	.20	.56*
11. Ignorant - Educated	.18	.00	.68*	-.65*	.54*
12. Relaxed - Tense	-.62*	.47	-.08	-.08	.40
13. Aggressive - Passive	-.50*	.32	.06	-.24	.27
14. Untidy - Neat	.23	-.05	.72*	-.66*	.60*
15. Happy - Unhappy	-.74*	.56*	-.15	-.06	.58*
16. Immoral - Moral	.16	-.04	.70*	-.52*	.53*

APPENDIXES

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Questionaire For:
"Public Awareness About Mental Retardation: A Survey and Analysis"

Eastern Michigan University
Ypsilanti, Michigan (1)

Part I

INTRODUCTION AT DWELLING UNIT: Hello, I'm (your name) from the National Opinion Research Center. We are conducting a national survey, and I'm here to interview (INSERT QUOTA QUALIFICATION). Is there someone here who fits that description?

IF YES, PROCEED WITH INTERVIEW.
IF NO, RECORD CALL ON SURS AND GO ON TO NEXT DU.

1. In your own words, what does the phrase "mentally retarded" mean to you?

9/1

---

2. In the last several months have you heard or read anything about mental retardation?

Yes ......(ASK A)........ 1 11/
No ....(ASK B)........ 2

A. IF YES: Did you read or hear about it from any of the sources listed on this card? HAND RESPONDENT CARD A. Which one (s)? Anywhere else?

Newspaper (s)............ 1
Magazine (s)............. 2
Books.................... 3
Radio.................... 4
Television............... 5
Movies................... 6
Lectures or talks........ 7
Family or friends........ 8
Conversation with friends, neighbors, colleagues or others............. 9
Other (SPECIFY).......... X

B. IF NO: Have you ever heard or read anything about mental retardation?

Yes.......(GO TO Q. 3)... 1 13/
No........(SKIP TO Q. 18).2

---

(1) Field survey conducted by: National Opinion Research Center
Chicago, Illinois

3. Of every thousand people in the United States, how many would you guess are mentally retarded--Would you say one in a thousand, five in a thousand, ten in a thousand, or what? RECORD IN A; THEN ASK B-E AND RECORD RESPONSE.

A. ....are mentally retarded?......_____in 1,000 14-16/yy
B. ....are blind? ...._____in 1,000 17-19/yy
C. ....have cerebral palsy? ...._____in 1,000 20-22/yy
D. ....have paralytic polio? ......_____in 1,000 23-25/yy
E. ....have rheumatic heart disease?____in 1,000 26-28/yy

---

4. What do you think are the most common causes of mental retardation? DO NOT READ CATEGORIES. RECORD VERBATIM AND CIRCLE APPROPRIATE CODES.

Heredity	1	29/0
Birth injury........	2	
Disease/illness.....	3	
Accident/trauma.....	4	
Pre-natal illness...	5	
Other (SPECIFY).....	6	
Don't know..........	7	

---

5. As far as you know, can anything be done at this time to prevent mental retardation?

Yes...(ASK A)......	8	30/0
No....(GO TO Q. 6).	9	

A. IF YES: What can be done to prevent it?

31/0

---

6. As far as you know, what proportion of the mentally retarded people would make good....ASK A-F.

HAND RESPONDENT CARD B.

	Almost All	Most	Some	Only Few	None	Don't Know	
A. Employees?	1	2	3	4	5	6	32/0
B. Neighbors?	1	2	3	4	5	6	33/0
C. Friends?	1	2	3	4	5	6	34/0
D. Citizens?	1	2	3	4	5	6	35/0
E. Parents?	1	2	3	4	5	6	36/0
F. Husbands or wives?	1	2	3	4	5	6	37/0

7. In your opinion, should most retarded people.....

	Yes	No	Don't Know	
A. Go downtown alone?	1	2	3	38/0
B. Get general medical care at regular hospitals?	4	5	6	39/0
C. Use public playgrounds or beaches?	1	2	3	40/0
D. Drink liquor?	4	5	6	41/0
E. Drive a car?	1	2	3	42/0
F. Vote?	4	5	6	43/0
G. Marry?	1	2	3	44/0

A. IF NO TO ANY: Why do you think mentally retarded people should not do (that/these) thing(s)?

---

8. As far as you know, what kind of services are available around here and in the state to help mentally retarded people? DO NOT READ CATEGORIES. RECORD VERBATIM; THEN CIRCLE APPROPRIATE CODES.

School (education....... 1   47/
Institution............. 2
Hospitals and clinics... 3
Association for retarded children............. 4
Social Agency........... 5
Church.................. 6
Other................... 7

9. Here is a list of services for the retarded. HAND RESPONDENT CARD C.

	A. Which would you say is the most important service needed for the retarded?	B. Which is the second most important?	C. Which is third?
Special classes to educate or train..	1 48/0	1 49/0	1 50/0
Research to learn about causes.......	2	2	2
Foster homes for children of the mentally retarded....................	3	3	3
Counseling parents of the mentally retarded..........................	4	4	4
Institutions.........................	5	5	5
Centers where retarded can learn jobs	6	6	6
Day care centers.....................	7	7	7

---

10. Have you heard of any groups or associations that are working to help the mentally retarded?

Yes...(ASK A&B)... 1 51/0
No...(GO TO Q. 11).2

IF YES:

A. What is the name of the group? DO NOT READ CATEGORIES. RECORD VERBATIM; THEN CIRCLE APPROPRIATE CODES.

Association for Retarded Children...3 52/0
Kennedy Foundation.................4
Council for Exceptional Children....5
Church.............................6
Service organization...............7
Other (SPECIFY)....................8
Don't Know.........................9

B. Have you, or any member of your family, ever helped out or taken part in a program or drive for the mentally retarded?

Yes...(ASK C)..... 1 53/0
No...(GO TO Q. 11).2

10. C. IF YES TO B: What did you do? DO NOT READ CATEGORIES.

Give money........ 3 54/0
Give time......... 4
Direct Service.... 5
Other (SPECIFY)... 6

11. HAND RESPONDENT CARD B AGAIN. What proportion of mentally retarded people..........

	Almost All	Most	Some	Few	None	Don't Know	
A. Look different from other people?	1	2	3	4	5	6	55/0
B. Are mentally ill or insane?	1	2	3	4	5	6	56/0
C. Can learn to live normal lives?	1	2	3	4	5	6	57/0
D. Should be placed in institutions?	1	2	3	4	5	6	58/0
E. Had mentally retarded parents?	1	2	3	4	5	6	59/0
F. Can have normal children	1	2	3	4	5	6	60/0
G. Should be cared for at home?	1	2	3	4	5	6	61/0
H. Can be self-supporting?	1	2	3	4	5	6	62/0
I. Cannot ever learn to do anything for themselves?	1	2	3	4	5	6	63/0

12. Next I'm going to read you a few statements. Please tell me whether you agree strongly, agree, disagree, or disagree strongly with each statement.

	Agree Strongly	Agree	Disagree	Strongly Disagree	Don't Know	
A. Mentally retarded people never know they're different from other people	1	2	3	4	5	64/0
B. Mentally retarded children have a right to public education.	1	2	3	4	5	65/0

(Continued)

		Agree Strongly	Agree	Disagree	Strongly Disagree	Don't Know	
C.	A mentally retarded adult living in my neighborhood would tend to lower the value of my property.	1	2	3	4	5	66/0
D.	Programs for retarded individuals are too expensive in relation to what the retarded person gains from them.	1	2	3	4	5	67/0
E.	A retarded youth should not expect to participate in the teenage activities available in the community.	1	2	3	4	5	68/0
F.	You can usually tell a mentally retarded person (by his appearance/ by how he looks.)	1	2	3	4	5	69/0
G.	Most parents of a retarded child can have other, normal children.	1	2	3	4	5	70/0
H.	A parent should allow his normal child to play with a retarded child.	1	2	3	4	5	71/0
I.	I would not want my child to attend a school that also has a class for retarded children.	1	2	3	4	5	72/0
J.	Most people feel uncomfortable in the presence of a mentally retarded person.	1	2	3	4	5	73/0

13. HAND RESPONDENT CARD B AGAIN. What proportion of mentally retarded people can.......

A.	Learn to read and write?	1	2	3	4	5	6	10/0
B.	Learn to add and subtract?	1	2	3	4	5	6	11/0
C.	Learn to feed themselves	1	2	3	4	5	6	12/0
D.	Learn to dress themselves?	1	2	3	4	5	6	13/0
E.	Learn to use public transportation?	1	2	3	4	5	6	14/0
F.	Learn to do simple sewing?	1	2	3	4	5	6	15/0
G.	Learn to drive a car?	1	2	3	4	5	6	16/0
H.	Learn to dance?	1	2	3	4	5	6	17/0
I.	Have a regular job?	1	2	3	4	5	6	18/0

J. UNLESS "NONE" TO I: What kinds of jobs can they do?

14. We've been talkint about ways the mentally retarded might be helped. As far as you know, can anything be done at this time to cure retardation?

Yes...(ASK A)..........1 21/0
No...(GO TO Q. 15).....2

A. IF YES: How can retardation be cured?

22/0

15. Up till now we've been talking about mentally retarded people. Let's talk for a minute about normal people. Here is a short questionnaire for you to fill out describing how you would think of a normal person. **HAND RESPONDENT WHITE WORD PAIR SHEET.** This is a series of word pairs; the first is strong--weak. If you think of a normal person as being very very strong you would make a check in the box nearest "strong." If you consider a normal person to be very very weak, you would make a check in the box nearest "weak". And if you consider a normal person somewhere in betwen you would make a check in one of the other boxes depending on how weak or strong you think a normal person is. Please check one box for each pair of words.

WHEN RESPONDENT FINISHES, TAKE BACK SHEET AND ASK.......

A. When you filled this out, were you thinking of a child or adult?

Child....................1 55/0
Adult....................2
Both.....................3
No one in particular....4
Don't Know..............5

B. Were you thinking of a male or a female?

Male.....................1 56/0
Female...................2
Both.....................3
No one in particular....4
Don't know..............5

---

16. Here is another sheet of word pairs, only this time I would like you to make checks in boxes to describe a mentally retarded person. **HAND RESPONDENT PINK WORD PAIR SHEET.**

WHEN RESPONDENT FINISHES, TAKE BACK WORD SHEET AND ASK......

A. When you filled this out were you thinking of a child or an adult?

Child....................1 57/0
Adult....................2
Both.....................3
No one in particular....4
Don't know..............5

16. (Continued)

B. Were you thinking of a male or a female?

Male....................1 58/0
Female..................2
Both....................3
No one in particular....4
Don't know..............5

---

17. Have you ever known a person who you though was mentally retarded?

Yes.......(ASK A-E).....1 59/0
No.....(SKIP TO Q. 18)..2

IF YES:

A. Is (he/she/the one you know best) a neighbor around here, a friend of the family, related to you, or what? RECORD VERBATIM; THEN CIRCLE APPROPRIATE CODES.

Member of respondent's immediate family........................1 60/0
Other relative of respondent....2
Someone in neighborhood.........3
Friend of family................4
Person at work or related to person at work................5
Casual acquaintance.............6
Other (SPECIFY).................7

B. Is that a boy or a girl (man/woman)? Male...............8
Female.............9

C. How old is (he/she) now? ____________ 62-63/y

D. (Did/Does) (he/she) live at home or in an institution?

Home...............1 64/0
Institution........2
Don't know.........3

E. (Did/Does) (he/she) attend special classes?

Yes.....(ASK F)....4 65/0
No.................5
Don't know.........6

F. IF YES TO E: Did the classes help (him/her)?

Yes....(ASK G).....7 66/0
No.................8
Don't know.........9

G. IF YES TO F: How did they help? 67/0

NORMAL PERSON
SEMANTIC DIFFERENTIAL

ere is a short questionnaire for you to fill out describing how you ould think of a normal person.

his is a series of word pairs; the first is strong-weak. If you think f a normal person as being very-very strong, you would make a check in he box nearest "strong." If you consider a normal person to be very, ery weak, you would make a check in the box nearest "weak". And if ou consider a normal person somewhere in between, you would make a heck in one of the other boxes depending on how weak or strong you hink a normal person is. Please check one box for each pair of words.

A Normal Person is......

trong	____	____	____	____	____	____	____	Weak	23/0
gly	____	____	____	____	____	____	____	Beautiful	24/0
ealthy	____	____	____	____	____	____	____	Sick	25/0
nferior	____	____	____	____	____	____	____	Superior	26/0
ane	____	____	____	____	____	____	____	Insane	27/0
ruel	____	____	____	____	____	____	____	Kind	28/0
seful	____	____	____	____	____	____	____	Useless	29/0
onest	____	____	____	____	____	____	____	Dishonest	30/0
angerous	____	____	____	____	____	____	____	Safe	31/0
lean	____	____	____	____	____	____	____	Dirty	32/0
norant	____	____	____	____	____	____	____	Educated	33/0
laxed	____	____	____	____	____	____	____	Tense	34/0
ggressive	____	____	____	____	____	____	____	Passive	35/0
tidy	____	____	____	____	____	____	____	Neat	36/0
ppy	____	____	____	____	____	____	____	Unhappy	37/0
moral	____	____	____	____	____	____	____	Moral	38/0

RETARDED PERSON
SEMANTIC DIFFERENTIAL

Here is another sheet of word pairs, only this time I would like you to make checks in boxes to describe a mentally retarded person.

____
(1-4)

A Mentally Retarded Person is.....

Strong	___	___	___	___	___	___	___	Weak	39/0
Ugly	___	___	___	___	___	___	___	Beautiful	40/0
Healthy	___	___	___	___	___	___	___	Sick	41/0
Inferior	___	___	___	___	___	___	___	Superior	42/0
Sane	___	___	___	___	___	___	___	Insane	43/0
Cruel	___	___	___	___	___	___	___	Kind	44/0
Useful	___	___	___	___	___	___	___	Useless	45/0
Honest	___	___	___	___	___	___	___	Dishonest	46/0
Dangerous	___	___	___	___	___	___	___	Safe	47/0
Clean	___	___	___	___	___	___	___	Dirty	48/0
Ignorant	___	___	___	___	___	___	___	Educated	49/0
Relaxed	___	___	___	___	___	___	___	Tense	50/0
Aggressive	___	___	___	___	___	___	___	Passive	51/0
Untidy	___	___	___	___	___	___	___	Neat	52/0
Happy	___	___	___	___	___	___	___	Unhappy	53/0
Immoral	___	___	___	___	___	___	___	Moral	54/0

FORMAT FOR PART II

ow I have a few background questions.

. Are you currently married, widowed, divorced, separated, or single?

Currently married.... (ASK A).......	1	10/0
Widowed.............. (ASK A).......	2	
Divorced or separated (ASK A).......	3	
Single, never married (GO TO Q.30)..	4	

IF EVER MARRIED: A. How many children do you have?

____________No. of children 11-12/yy

. A. What kind of work (do/did) you normally do?

OCCUPATION:________________________________ 15-17/yyy

(PROBE, IF VAGUE: What did you actually do in that job?)

INDUSTRY:________________________________ 18-20/yyy

(PROBE, IF VAGUE: What does that firm/organization/ agency make or do?)

B. Are/Were you self-employed?

Yes..............................	1	21/0
No...............................	2	

. A. What was the name of the last school you attended?

B. And what was the highest grade or year you completed in that school? (CODE BELOW)

No formal schooling.................	1	32/0
1-4 years...........................	2	
5-7 years...........................	3	
8 years.............................	4	
Some high school (1-3 years)........	5	
Completed high school...............	6	
Some college (1-3 years)............	7	
Completed college...................	8	
Graduate or professional school.....	9	

What is your religious preference?

Protestant.....(ASK A)...........	1	33/0
Roman Catholic...................	2	
Jewish...........................	3	
Other............................	4	
None.............................	5	

4. A. IF PROTESTANT: What denomination?

Baptist	1	34/0
Methodist	2	
Episcopalian	3	
Presbyterian	4	
Lutheran	5	
Congregational (United Church of Christ)	6	
Disciples of Christ	7	
Other (SPECIFY)	8	
No denomination	9	

---

5. (HAND RESPONDENT CARD D) And, into which of the groups on this card did the total income for your family fall last year (before taxes)?

A.	Under $3,000	1	47/y
B.	$3,000 to $3,999	2	
C.	$4,000 to $4,999	3	
D.	$5,000 to $5,999	4	
E.	$6,000 to $6,999	5	
F.	$7,000 to $7,999	6	
G.	$8,000 to $9,999	7	
H.	$10,000 to $14,999	8	
I.	$15,000 or over	9	
	Don't know, refused	0	

(ESTIMATE:)____________________

---

6. Finally, may I have your name and telephone number in case my office wants to verify this interview?

NAME:____________________________________

TELEPHONE NUMBER:________________ AREA CODE__________

Thank you very much for your time and cooperation. (You have been very helpful.)

FILL IN THE ITEMS BELOW IMMEDIATELY AFTER LEAVING RESPONDENT.

Time Interview Ended: ____________ AM PM

Total Length of Interview ________________ Minutes 49-51/yyy

A. Respondent's Sex:

Male	1	59/0
Female	2	

PSU ____ ____ ____ 52-54/

SU ____ ____ ____ 55-58/

B. Respondent's Race:

White	1	60/0
Negro	2	
Oriental	3	
Other (SPECIFY)	4	

Date of Interview:

____

Interviewer's Signature

KEY FOR CODING MEANING OF "MENTALLY RETARDED"

Q. 1. WHAT DOES THE PHRASE "MENTALLY RETARDED" MEAN TO YOU?

1 - MENTALLY DEFICIENT, BELOW AVERAGE INTELLIGENCE (no reason given). Do not double-code with 2 or 3.

Low IQ, Lack intelligence, Lack full mental capabilities, Subnormal ability to think, Mind or brain not developed, Mind not up to par, Mentally slow for age, Not all there mentally

2 - MENTALLY DEFICIENT BECAUSE OF BIRTH INJURY, DEFECTS, BRAIN DAMAGE -- Do not double-code with 1 or 3.

Not developed mentally because of an injury, Born with some sort of brain damage

3 - MENTALLY DEFICIENT FOR OTHER REASONS (Do not double-code with 1 or 2.)

Feeble-minded parents, Sickness

4 - SLOW LEARNER OR INCAPABLE OF LEARNING

Slow thinking, Backward, Unable to comprehend, Lack ability to grasp, Stupid

5 - LACK JUDGEMENT, MATURITY, SENSE OF RESPONSIBILITY

6 - MENTALLY ILL

Unbalanced, Crazy, Deranged, Mental disease, sickness

7 - NOT NORMAL, NOT RIGHT, SICK -- not otherwise specified. Do not double-code with 1-6.

8 - MISCELLANEOUS

9 - DON'T KNOW OR IRRELEVANT ANSWER

KEY FOR CODING SUPPLEMENTAL PHRASES ON MEANING OF "MENTALLY RETARDED"

1 - UNABLE TO SUPPORT OR CARE FOR SELVES

Leaves them helpless, Can't operate in society, Can't do for selves, Can't cope with situations, Can't function normally

2 - NEED HELP, CARE, TREATMENT, SUPERVISION

Need special training. Need supervision, Need medical attention, Need special schools

3 - PHYSICAL APPEARANCE, HANDICAPS

Odd appearance, Faulty speech, Jerky movements

4 - THEY ARE EDUCABLE, CAN BE TRAINED FOR SOME JOBS

Can work with their hands

5 - DISTINGUISHES AMONG THE RETARDED, THEY ARE NOT ALL ALIKE

Some are better off than others, Some can be trained, Sometimes can be helped

6 - EXPRESSIONS OF SYMPATHY

I feel sorry for them, I hate to see them that way, makes me sad

KEY FOR CODING "PREVENTION OF MENTAL RETARDATION"

Q. 5-A. WHAT CAN BE DONE TO PREVENT MENTAL RETARDATION:

1 - BETTER PRE-NATAL CARE OF MOTHER (except specific reference to diet)

Proper health care of expectant mother, Keep mother healthy when pregnant, As soon as you become pregnant go to a good doctor, Avoid prescribing certain drugs to expectant mothers

2 - BETTER OBSTETRICS, PREVENT BIRTH DAMAGES, DEFECTS

If could cut down on birth defects, Perhaps inducing labor before brain damage, Better care in the hospital to the baby at birth when it is being delivered, Not give excess oxygen at birth, Improved methods of birth delivery

3 - STERILIZATION OF UNFIT PARENTS

Sterilize mentally retarded so as not to produce more, Two retarded people want to marry steps should be taken so they do not reproduce

4 - BETTER DIETS for expectant mothers - or for children

They could correct their diets, Improve diets both in children and expectant mothers

5 - MORE RESEARCH

Get more scientists working on it, Further study and research

6 - MISC. OR VAGUE REFERENCES TO PARENTS' ACTIONS, HABITS

Parents can prevent it in their actions, More care of parents' habits that they are not too closely related

7 - RELIGION, PRAYER, THE BIBLE

Good old fashion bible regeneration, Prayer and faith

8 - PKU TEST

9 - OTHER MEANS OF PREVENTION

More publicity about it

EMU PUBLIC
AWARENESS STUDY

KEY FOR NEGATIVE RESPONSES
(QUESTION 7)

Q. 7A - Why do you think mentally retarded people should not do these things?

Read answer (s) carefully and assign one of the following codes:

COL. 46

1 - Respondent seems mainly concerned about the safety or health of the retarded person

2 - Respondent's concern is mainly about the safety of other people (who might be harmed by the retarded person)

3 - Respondent is concerned equally about the retarded person and other people

4 - Answers cannot be evaluated in these terms

KEY FOR CODING
"CURE FOR MENTAL RETARDATION"

Q. 14-A HOW CAN RETARDATION BE CURED?

1 - PKU TEST, ANY MENTION OF EARLY DIAGNOSIS, EARLY TREATMENT

2 - TEACHING, TRAINING, GUIDANCE, WORK WITH THEM TO OVERCOME HANDICAP

3 - KINDNESS, UNDERSTANDING, SYMPATHETIC HELPFUL ENVIRONMENT

4 - MEDICAL CARE OR TREATMENT, OR TREATMENT, THERAPY UNSPECIFIED
Hospitals, Surgery, Medication, Doctors, etc.

5 - PSYCHIATRIC CARE, MENTAL INSTITUTION, SHOCK THERAPY

6 - RESEARCH, FURTHER STUDY

7 - PATTERNING - creating new patterns of nerves to circumvent those damaged by brain injury. (If you have an answer that you suspect refers to patterning but are not sure that it does, check with supervisor.)

8 - MISCELLANEOUS

9 - DON'T KNOW HOW, VAGUE UNCODABLE ANSWERS

KEY FOR OCCUPATIONAL CODING

1. PROFESSIONAL, SEMI-PROFESSIONAL

Definition: Persons performing advisory, administrative, or research work requiring professional, scientific, or technical training at college level or its equivalent; or performing work in a restricted field of science or art which requires academic study or extensive practical experience.

Examples: Professional -- actors, artists, clergyment, technical engineers, lawyers, pharmacists, teachers, trained and student nurses. Semi-professional -- Dancers, draftsmen, surveyors.

2. FARMERS, FARM MANAGERS

Definition: Farmers -- Persons who, as owners or tenants, operate a farm for the production of crops or animals. (Excluding forestry.) Farm managers -- Persons who, as paid employees, operate a farm for the production of crops or animals.

3. PROPRIETORS, MANAGERS, AND OFFICIALS (except farm) and excluding self-employed craftsmen.)

Definition: Proprietors -- Persons who own, and, alone or with assistants, operate their own business and are responsible for making and carrying out its policies.

Managers -- Persons who, as paid employees, carry out such activities. Officials -- Persons who have defined executive and administrative responsibilities.

Examples: Railroad conductors, postmasters and miscellaneous government officials.

4. CLERICAL, SALES AND KINDRED WORKERS

Definition: Clerical or kindred workers are persons who, under supervision, perform one or more office activities which are generally of a routine nature.

Examples: Clerical -- railway mail clerks, bookkeepers, cashiers, mail carriers, messengers, office machine operators, typists, telegraph operators, typists, telegraph operators, telephone operators, etc.

Sales -- canvassers and solicitors, hucksters and peddlers, newsboys, insurance agents and brokers, salesmen.

5. CRAFTSMEN, FOREMEN, AND KINDRED WORKERS

Definition: Craftsmen -- Persons engaged in a manual pursuit, usually not routine, which usually requires a long period of training or apprenticeship, and which calls for a high degree of judgment and manual dexterity and ability to work with a minimum of supervision.

Foremen -- Persons who direct other workers under the supervision of a proprietor or manager.

Examples: Bakers, blacksmiths, carpenters, compositors and typesetters, electricians, inspectors, locomotive engineers and firemen, machinists, painters (constr.), plasterers, plumbers, roofers, shoemakers and repairers (not in factory), stationary engineers, tailors and furriers.

6. OPERATIVES AND KINDRED WORKERS

Definition: Persons engaged in a manual pursuit, usually routine, for which little preliminary training, a moderate degree of judgment or manual dexterity, and a moderate degree of muscular force is required.

Examples: Apprentices, filling station and parking lot attendants, Railroad switchmen and brakemen, chauffeurs, truck drivers, deliverymen, bus and streetcar conductors, merchant marine sailors, welders.

7. SERVICE WORKERS

Definition: (1) Persons engaged in personal service in a private home
(2) Persons engaged in the protection of life and property
(3) Persons who perform cleaning and janitorial services in buildings other than private homes

Examples: (1) Housekeepers, laundresses, and servants
(2) City firemen, guards and watchmen, policemen, enlisted men in the armed forces
(3) Charwomen, janitors, porters
(4) Barbers, boarding and lodging house keepers, cooks (except private homes), elevator operators, practical nurses, waiters, bartenders

8. FARM LABORERS AND FOREMEN

Definition: Farm laborers are persons who work under direction on a farm -- excluding persons engaged in forestry occupations and laborers at cotton gins, packing houses, etc., on farms. (Includes unpaid family workers.)

9. LABORERS (Except farm and mine)

Definition: Persons engaged in a manual pursuit, usually routine, which usually requires no special training, judgment, or manual dexterity, and in which the laborer usually supplies mainly muscular strength for the performance of coarse, heavy work

Examples: Fishermen, longshoremen, stevedores, etc.

NOTE:
Categories 8 and 9 are combined in the study.

CODE FOR DEMOGRAPHIC AREAS

First digit: Size of place (Col. 52)

6....Ten largest metropolitan areas

1. New York
2. Chicago
3. Los Angeles
4. Philadelphia
5. Detroit
6. Baltimore
7. Houston
8. Cleveland
9. Washington, D.C.
10. St. Louis

7....Other metropolitan areas

8....Counties with town of 10,000 or over

9....Counties with no town as large as 10,000

CODE FOR GEOGRAPHIC AREAS

Second digit: (Geographic area (Col. 53)

1....New England

Maine, New Hampshire, Vermont, Massachusetts,
Rhode Island, Connecticut

2....Middle Atlantic

New York, New Jersey, Pennsylvania

3....East North Central

Ohio, Indiana, Illinois, Michigan,
Wisconsin

4....West North Central

Minnesota, Iowa, Missouri, North Dakota
South Dakota, Nebraska, Kansas

5....South Atlantic

Delaware, Maryland, District of Columbia,
Virginia, West Virginia, North Carolina,
South Carolina, Georgia, Florida

6....East South Central

Kentucky, Tennessee, Alabama,Mississippi

7....West South Central

Arkansas, Louisiana, Oklahoma, Texas

8....Mountain

Montana, Idaho, Wyoming, Colorado, New Mexico
Arizona, Utah, Nevada

9....Pacific

Washington, Oregon, California, Alaska, Hawaii

EXHIBIT A

ESTIMATED PREVALENCE/INCIDENCE FOR VARIOUS DISABILITY AREAS

	Estimated Prevalence	Estimated Incidence per Thousand
Mental Retardation	6,000,000	30
Blindness	400,000	2
Cerebral Palsy	685,000 - 800,000	4
Paralytic Polio	120,000	.6
Rheumatic Heart Disease	2,200,000	11

EXHIBIT B

ADVERTISEMENTS RELEVANT TO
PREVALENCE/INCIDENCE
OF
MENTAL RETARDATION

Add up all the victims of blindness, paralytic polio, cerebral palsy, rheumatic heart disease.

Twice that total are mentally retarded.

What are you going to do about it?

Write for the free booklet from the President's Committee on Mental Retardation, Washington, D. C.

Name____________________

Address____________________

City____________________

State__________ Zip Code__________

---

6 million mentally retarded have enough problems without you adding to them.

Now, you're probably saying to yourself, "Why blame me? I didn't do anything."

That's the problem.

Do something.

1. Encourage your schools to have special teachers and special classes to identify and help mentally retarded children early in their lives.
2. Urge your community to set up workshops to train retardates who are capable of employment.
3. Persuade employers to hire the mentally retarded and help those who cannot find work by themselves.
4. Accept the mentally retarded as fellow human beings who can become assets to their families and communities, rather than burdens on society.
5. Write for the free booklet from the President's Committee on Mental Retardation, Washington, D.C.

SAMPLE DESIGN

The universe sampled in these studies is the total non-institutional population of the United States, 21 years of age or older. For some purposes, changes in the universe, such as the establishment of an upper age limit or the inclusion of teen-agers, are made at the request of the project directors.

The sample is a standard multi-stage area probability sample to the block or segment level. At the block level, however, quota sampling is used with quotas based on sex, age, race, and employment status. The cost of the quota samples is substantially less than the cost of a full probability sample of the same size, but there is, of course, the chance of sample biases mainly due to not-at-homes which are not controlled by the quotas. This design is most appropriate when the past experience and judgment of a project director suggest that sample biases are likely to be small relative to the precision of the measuring instrument and the decisions which are to be made.

The primary sampling units employed derived from NORC's 1953 Master Sample. The primary sampling units in the Master Sample had been selected with probabilities proportionate to their estimated 1953 populations. Population shifts in the past decade have rendered that set of PSU's a less efficient primary stage than it was when initially selected. Nevertheless, since a well-trained and experienced field force was available in that set of PSU's, it was obviously desirable to update the sample by some procedure which minimized the number of sampling units which needed to be changed. A procedure suggested by Nathan Keyfitz was employed.[1] It involved the comparison of the desired 1960 probabilities of selection for PSU's to their original 1950 probabilities. If the originally selected PSU had a lower original probability than was warranted by its 1960 population, it was retained in the new sample and assigned the desired probability. If the originally selected PSU had a higher probability than was now warranted, it was subjected to the possibility of being dropped. The probability of retention for such a PSU was the ratio of its desired probability to its original probability. Replacements for dropped PSU's were made from among those PSU's which had not fallen into the 1953 sample and for which the 1953 probability was lower than that desired in 1960, the probability of 1960 selection being a function of the amount of growth the unit had undergone.

Basically, this method preserves the stratification based on the 1950 classifications of geographic regions, size of largest town, median family income, economic characteristics, and in the South, by race. Counties which the Census Bureau classified as non-metropolitan in 1950 but as metropolitan in 1960 were, however, shifted to metropolitan strata. This stratification complicated the computation of selection probabilities but, in all likelihood, served to increase somewhat the efficiency of the sample.

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[1] Nathan Keyfitz, "Sampling Probabilities Proportional to Size," Journal of the American Statistical Association, XLVI (March, 1951), pp. 105-109.

The current set of PSU's is to be used until the 1970 census is available. For this reason, the 1960 census figures were extrapolated to 1967, the mid-point between the availability of the 1960 and 1970 census reports. For each PSU, the extrapolation was based on its population change between 1950 and 1960.

Selection of Sample within PSU's

Localities: Within each selected PSU, localities were ordered according to cities with block statistics, other urban places, urbanized Minor Civil Divisions, the non-urbanized MCS's, with the places ordered by 1960 population within each of these categories. Localities were selected from this list using a random start and applying a designated skip interval to the cumulative 1960 population. This provided stratification according to size and urban type of locality, and at the same time selection with probability proportionate to size.

Where available, 1960 Census block statistics were used. Blocks were selected with probabilities proportionate to the population in the block. In places without block statistics, Census enumeration districts were selected with propabilities proportional to the number of households. The selected districts were then divided into segments and estimates of the number of households within each segment were obtained by field counts. The selection of segments was then made with probability proportionate to the number of households.

The average cluster size in Amalgam Surveys is 3.5 respondents per cluster. This seems to provide a suitable balance of precision and economy. Although sampling errors cannot be computed directly since this is a quota sample, one can make estimates of variability using procedures such as those outlined by Stephan and McCarthy.[2] Past experience would suggest that for most purposes this sample of 1,500 could be considered as having about the same efficiency as a simple random sample of 1,000. Thus, in the simple binomial case, the observed percentages would have the following sampling errors:

Observed Percentage	Estimated One Standard Error
50%	1.6%
40 or 60	1.5
30 or 70	1.4
20 or 80	1.3
10 or 90	0.9
5 or 95	0.7

At the block or segment level, the interviewer begins her travel patter at a random dwelling unit which has been previously designated and proceeds in a specified direction until her quotas have been filled. In the South, segments have been selected by race of respondent. This has been done since accuracy of response is increased when Negroes are interviewed by Negro interviewers in the South. Elsewhere, the interviewer is given no race quotas.

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[2] Frederick Stephan and Philip McCarthy, Sampling Opinions (John Wiley & Sons, New York, 1958), Chapter 10.

The quotas call for approximately equal numbers of men and women with the exact proportion in each location determined by the 1960 Census For women, the additional requirement is imposed that there be the prope proportion of employed and unemployed women in the location. Again thes quotas are based on the 1960 Census. For men, the added requirement is that there be the proper proportion of men over and under 30 in the location.

These particular quotas have been established because past experience has shown that employed women and young men under 30 are the most difficult to find at home for interviewing. Although the interviewer can interview at any time, the quotas cause a large number of interviews to be made on weekends and in the evening.

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